

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Language Resource Centers

CFDA # 84.229A

PR/Award # P229A180024

Grants.gov Tracking#: GRANT12660353

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P229A180024

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/25/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

CSU Fullerton Auxiliary Services Corporation

* b. Employer/Taxpayer Identification Number (EIN/TIN):

952081258

* c. Organizational DUNS:

106670755

d. Address:

* Street1:

1121 N. State College Blvd.

Street2:

* City:

Fullerton

County/Parish:

Orange

* State:

CA: California

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

92831-3014

e. Organizational Unit:

Department Name:

Secondary Education

Division Name:

College of Education

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Tina

Middle Name:

* Last Name:

Tranilla

Suffix:

Title:

Grants and Contracts Officer

Organizational Affiliation:

California State University, Fullerton

* Telephone Number:

657-278-4097

Fax Number:

657-278-1409

* Email:

ttranilla@fullerton.edu

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.229

CFDA Title:

Language Resource Centers

* 12. Funding Opportunity Number:

ED-GRANTS-052418-001

* Title:

Office of Postsecondary Education (OPE): Language Resource Centers Program CFDA Number 84.229A

13. Competition Identification Number:

84-229A2018-1

Title:

Language Resource Centers 84.229A

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

National Resource Center for Asian Languages

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

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17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="188,799.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="188,799.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

CSU Fullerton Auxiliary Services Corporation

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	99,057.00	95,855.00	99,716.00	104,642.00		399,270.00
2. Fringe Benefits	29,232.00	29,547.00	30,659.00	31,916.00		121,354.00
3. Travel	18,625.00	18,625.00	17,625.00	5,000.00		59,875.00
4. Equipment						
5. Supplies	1,000.00	1,000.00	1,000.00	2,300.00		5,300.00
6. Contractual						
7. Construction						
8. Other	26,900.00	32,800.00	27,400.00	38,600.00		125,700.00
9. Total Direct Costs (lines 1-8)	174,814.00	177,827.00	176,400.00	182,458.00		711,499.00
10. Indirect Costs*	13,985.00	14,226.00	14,112.00	14,597.00		56,920.00
11. Training Stipends						
12. Total Costs (lines 9-11)	188,799.00	192,053.00	190,512.00	197,055.00		768,419.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 37.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
CSU Fullerton Auxiliary Services Corporation	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Paulina Tagle	Director, Grants and Contracts
APPLICANT ORGANIZATION	DATE SUBMITTED
CSU Fullerton Auxiliary Services Corporation	06/25/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="CSU Fullerton Auxiliary Services Corporation"/> * Street 1 <input type="text" value="1121 N. State College Blvd."/> Street 2 <input type="text"/> * City <input type="text" value="Fullerton"/> State <input type="text" value="CA: California"/> Zip <input type="text" value="92831"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>		7. * Federal Program Name/Description: <input type="text" value="Language Resource Centers"/> CFDA Number, if applicable: <input type="text" value="84.229"/>
8. Federal Action Number, if known: <input type="text"/>		9. Award Amount, if known: \$ <input type="text"/>
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Paulina Tagle"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Paulina"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Tagle"/> Suffix <input type="text"/> Title: <input type="text" value="Director, Grants and Contracts"/> Telephone No.: <input type="text" value="657-278-7679"/> Date: <input type="text" value="06/25/2018"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPAStatement1012310445.pdf

Add Attachment

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General Education Provisions Act (GEPA) Statement
United States Department of Education's General Education Provisions Act, Section 427

Steps the California State University, Fullerton (CSUF), will take to ensure equitable access to and participation in the Department of Education – Language Resource Center Project. This project will support the development of the National Resource Center for Asian Languages (NRCAL).

CSUF is an equal opportunity employer and a comprehensive, regional university. CSUF aims to become a model of faculty and staff inclusivity, diversity and engagement in order to better serve our diverse student population. CSUF is committed to improving the recruitment and retention of a high-quality and diverse faculty and staff. CSUF will provide the following strategies and activities in an effort to complement existing anti-discrimination policies and procedures with the intent to reduce and eliminate access barriers on gender, race, national origin, color, disability and age to maximize participation in the grant program:

- Fully inform all students of the availability of services that will be offered through this grant funded program. This information will be disseminated in both printed and electronic formats throughout the university, including the CSUF website. Program staff and counselors will also disseminate information related to equal access for all persons.
- Coordinate and offer cultural sensitivity, ADA and related training for program staff, as appropriate. Additionally, CSUF meets the ADA requirements for access to classrooms, restrooms and other areas where the project will take place. Moreover, CSUF will adhere to their normal practices of providing reasonable accommodations to both students and staff with disabilities who are participating in the Department of Education's Language Resource Center Program activities.
- Hire, recruit, and involve individuals from traditionally underserved ethnic minority groups, bilingual individuals, individuals with disabilities to manage, plan, implement, and receive program services.
- Develop or acquire and disseminate culturally relevant and sensitive curriculum and information materials that can be understood and accessible to all potential participants, regardless of their unique challenges or backgrounds
- Arrange for assistive technology devices to translate/make accessible grant and program materials for participants requiring such accommodations. Hold program-related sessions and activities in Americans with Disabilities Act (ADA) accessible and compliant facilities.
- Post information materials, schedule of events, and program assessments on the internet – which will enable assistive computer devices to interpret the materials for participants and users. Additionally, make technology accessible to all users.
- Disseminate program updates and results to education and community-based partners so that they may offer insight into continuous program improvement or training related program services.

The above listed provisions and strategies will help to ensure that the following principles are reflected in our work with students, consultants, participants and the community: valuing diversity and similarities among all peoples; understanding and effectively responding to cultural differences; willingness to continually engage in cultural self-assessment at the individual and organizational level; making adoptions to the delivery of services; and institutionalizing cultural knowledge and avenues for improvement in programming and service delivery.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

CSU Fullerton Auxiliary Services Corporation

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
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2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☒ Yes ☐ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☒ Yes Provide Exemption(s) #: ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

ExemptResearchNarrative1012310429.pdf

Add Attachment

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EXEMPT RESEARCH NARRATIVE

The research activities in which the only involvement of human subjects fall under

Exemption (1): Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management records.

Research activities include:

1. Collection of surveys of students and parents
2. Administration of surveys for evaluation of program activities
3. Review outcomes for students participating in the program compared to non-participants
4. Administration of focus groups of students, school personnel, community partners, and parents
5. Evaluation section covers all program and evaluation activities for the year and will be delivered by the end of the year and at the close of the project

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

California State University, Fullerton
National Resource Center for Asian Languages (NRCAL)

Background: This proposal seeks funding to support the continuation of the National Resource Center for Asian Languages (NRCAL) at California State University, Fullerton (CSUF) to improve the nation's capacity for the teaching and learning of Asian languages including Vietnamese, Korean, Chinese, Japanese, and Khmer (Cambodian), a newly added language to the Center. The funds will be used to develop instructional resources and professional development to enhance the teaching, learning, and research of these less commonly taught languages in the United States.

Resources: CSUF, a Minority-Serving Institution, has made a strong commitment to supporting less commonly taught languages, serving diverse student populations, expanding research on second language acquisition and biliteracy, and enhancing teaching and learning, and geographically located in the heart of the largest Vietnamese and Cambodian heritage language community in the U.S. making it an excellent institution to host the National Resource Center for Asian Languages. Currently, CSUF offers a Bachelor's degree in Japanese and minors in Vietnamese and Chinese along with courses in Korean. In addition, teaching credential pathways for Vietnamese, Korean, and Chinese, and Japanese are available and Vietnamese and Korean Bilingual Authorizations have been developed to support the teacher training for dual language immersion programs.

Goals: With focus on less commonly taught languages, NRCAL will continue to: 1) conduct and disseminate research on dual language immersion, including the integration of technology; 2) develop and disseminate resources and teaching materials to support dual immersion and world (foreign) language teachers in K-16 settings; 3) provide professional development opportunities for teachers that focus on effective teaching strategies, assessment, and educational technology; 4) develop, verify, and disseminate assessment tools and practices; and 5) operate intensive summer abroad language institutes for pre-service, in-service teachers, and community college instructors.

Purpose: NRCAL's main focus is to improve the teaching, learning, and research of Asian languages in the United States by drawing on the expertise of Asian language scholars, educators, and community stakeholders. Training students to be biliterate in Vietnamese, Chinese, Japanese, Korean, and Khmer not only enhances their cognition, employment opportunities, and cultural competency, but also improves national business development, innovation, and security. Building on the success of the Asian language programs at CSUF and what the Center has accomplished since 2014, NRCAL's projects continue to focus on developing linguistically and culturally appropriate literature and instructional materials, effective pedagogies, and assessment tools that integrate community resources and technology; providing training and resources for PreK-12 teachers and post-secondary language instructors; and creating a network that supports teachers and learners through conferences and intensive summer abroad institutes.

Evaluation Plan: The first component is to evaluate NRCAL's efficiency and effectiveness in implementing its general plan operation and its outcomes on various constituencies. The second component of evaluation uses both formative and summative assessments to examine how the various activities are aligned with NRCAL's goals.

Intended Audiences: NRCAL is committed to understanding and addressing the needs of PreK-16 students and educators, post-secondary and heritage language speaking communities, policy making bodies, government agencies, businesses and Asian Language scholars.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

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Language Resource Centers Program

California State University, Fullerton
National Resource Center for Asian Languages

U.S. Department of Education
International and Foreign Language Education
400 Maryland Avenue, S.W. / Mailstop OPE-258-40
Washington, D.C. 20202

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INTRODUCTION

California State University, Fullerton (CSUF) is seeking funding to strengthen the operation of the existing National Resource Center for Asian Languages (NRCAL). NRCAL was established in 2014 to improve the nation's capacity for the teaching and learning of Asian languages, initially focusing on Vietnamese, Korean, Chinese (Mandarin), Japanese, and Khmer (a newly added language to NRCAL). Funds will be used to further develop instructional resources and professional development with the aim of enhancing teaching, learning and research of these less commonly taught languages (LCTLs). NRCAL aims to meet this target through (1) research on dual language immersion, including the integration of technology; (2) the development of resources and teaching materials for dual immersion and world (foreign) language teachers in K-16 settings; (3) the provision of professional development for teachers focusing on effective teaching strategies, assessment, and educational technology; (4) the development and application of assessment tools and practices; (5) collaboration with and engagement of the community; (6) the dissemination of knowledge, materials, and resources.

The promotion of language and culture is critical to creating a well-balanced, diverse, and ultimately successful community. In California, the vast array of different people, languages, and cultures come together to create an economic and educational powerhouse that continues to improve the region. In order to continue in this upward trajectory, NRCAL, located within the College of Education at CSUF will build on its previous success of working with K-12 school districts, institutes of higher education, and community partners to develop and implement new strategies designed to improve the quality of education for teaching and learning of Asian Languages. The importance of training students to be bilingual cannot be overstated. Students who are bilingual in Vietnamese, Korean, Chinese, Japanese, and Khmer reap a multitude of

benefits. Students enhance their cognitive abilities, increase and improve their employment opportunities, develop cultural competency and improve national security. Training teachers to develop innovative instructional materials, effective pedagogies, and appropriate assessment tools will heighten students' interest in learning multiple languages, thus preparing students to become competitive members of a multicultural global economy.

NRCAL is a 21st century learning center and, as such, it integrates advanced technology throughout its program. Learners have opportunities to research, create, collaborate, communicate, and apply critical thinking skills to all learning experiences. Technology such as blogs, online communities, movie-making and animation software, video conferencing and creation software are available to learners and educators in instructional and collaborative settings. NRCAL teacher education courses also model a 21st Century learning environment and apply Universal Design for Learning principles that provide candidates with varied opportunities for accessing, engaging with and demonstrating understanding of content.

CSUF, as a both Hispanic and Asian Minority-Serving Institution (MSI), has been the ideal institution to host the NRCAL. According to *U.S. News & World Report* (2017), CSUF is among the country's top "national universities" and one of the nation's "most innovative" institutions with the education online graduate programs is ranked third in California. CSUF is ranked No.1 California and No. 2 in the nation among the top colleges and universities awarding bachelor's degrees to Hispanics (Hispanic Outlook On Education, 2017). CSUF is also ranked No. 5 in the nation for baccalaureate degrees awarded to underrepresented students (Issues in Higher Education, 2017). CSUF has consistently demonstrated its dedication and commitment to supporting LCTLs, serving diverse student populations, expanding research on second language acquisition and biliteracy, and enhancing teaching and learning. Orange County, California's

largest and most well-established and largest Vietnamese-American community resides approximately 17 miles south of CSUF's campus. There is a great demand for Vietnamese language instruction both at the elementary and secondary levels, but most instructors have little formalized training. Trade with Vietnam is growing and the demand and need for curriculum and teacher training devoted to Vietnamese language is on the rise. Responding to these critical needs, CSUF has the esteemed distinction of offering a minor in Vietnamese, a Bachelor's degree, minor and International Business concentration in Japanese, minor, and International Business concentration in Chinese, and 100-level language courses in Korean. Additionally, teaching credential pathways for Vietnamese, Chinese, and Japanese are readily accessible, and Vietnamese and Korean Bilingual Authorizations have been established to support the teacher training for dual language immersion programs. In addition, CSUF prepares more teachers than any other institution in the region and more elementary teachers than any public institution of higher education in the State of California. Each year, approximately 600 new teachers complete their credential program at CSUF.

NRCAL is designed to be a resource to the local community in addition to meeting national educational needs. In order to achieve these goals, NRCAL will be comprised of various partners including the CSUF College of Education, the CSUF College of Humanities and Social Sciences, Librarians, PreK-12 school districts including Westminster School District (WSD), Highline Public Schools (HPS), Garden Grove Unified School District (GGUSD), and Anaheim Union High School District (AUHSD), Klein Independent School District (KISD), the Association of the Vietnamese Language & Culture Schools (TAVIET-LCS), and the Khmer Parent Association (KPA), American Council on the Teaching of Foreign Languages (ACTFL),

National Foreign Language Resource Center (NFLRC), and the Council of Teachers of Southeast Asian Languages (COTSEAL).

1. PLAN OF OPERATION:

a. Project Design

a) Research on dual language immersion, including integration of advanced educational technology

Dual language immersion programs provide a rich environment for students to acquire a second language, and for heritage learners it provides an opportunity for them to master the academic language of their mother tongue while preserving their heritage. Instruction in dual immersion programs is typically divided between two languages—English and a second language. There is a growing demand for dual language immersion programs, especially from communities with a large concentration of heritage learners, and the Vietnamese communities are no exception. However, Vietnamese-English dual language immersion programs are still in their infancy, and other than the research being conducted by NRCAL, to our knowledge little empirical evidence is available to inform instructional practices and assess effectiveness in enhancing student learning outcomes. Building on the existing research on dual language immersion in other languages, NRCAL will continue its research focusing on Vietnamese-English dual language immersion programs in elementary classrooms. According to the Center for Applied Linguistics, the goals of dual language immersion programs are for students to develop high levels of language proficiency and literacy in both English and a target language, to demonstrate high levels of academic achievement, and to develop an appreciation for and an understanding of diverse cultures. While many of the dual immersion programs in the United States are for Spanish-English students (www.cal.org), the experiences of students, parents, and

teachers of LCTL are topics that which NRCAL will investigate, specifically Vietnamese-English Dual Language Immersion programs. To accomplish this goal, the following objectives will be implemented:

1.1 Identify effective strategies for teaching dual language immersion programs, including those that integrate advanced educational technology.

1.2 Investigate effectiveness of dual language immersion programs as they relate to student learning outcomes in K-2 settings.

1.3. Disseminate findings on the effectiveness of dual language immersion programs as they relate to student learning outcomes in K-2 settings.

NRCAL recognizes the significance of technology integration and has provided effective professional development training over the past four years in collaboration with faculty from the College of Education at CSUF, where state-of-the-art technology is built into the existing teacher preparation programs (<https://bit.ly/2MdV9Yp>). CSUF's online graduate degree program in education is among *U.S. News and World Report's Best Online Education Programs* for 2018. The College of Education at CSUF is now home to five full-time online degree programs. NRCAL will continue to incorporate the beneficial institutional resources that are available and their capacity to integrate advanced educational technology to enhance language instruction.

b) Develop and refine resources and teaching materials

Comprehensive, relevant, and applicable instructional materials and resources and training on pedagogy are essential for effective programs for all languages and at all levels. Development of resources and teaching materials will be guided by academic standards to support student learning. First, the Common Core State Standards (CCSS) represent a set of high-quality academic standards to guide student learning. The standards were created to ensure

that all students have access to the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live. CCSS is informed by the highest, most effective standards from states across the United States and countries around the world. The standards are: 1) research- and evidence-based; 2) clear, understandable, and consistent; 3) aligned with college and career expectations; 4) based on rigorous content and application of knowledge through higher-order thinking skills; 5) built upon the strengths and lessons of current state standards; 6) informed by other top performing countries in order to prepare all students for success in our global economy and society. (www.corestandards.org)

Additionally, NRCAL will incorporate the World-Readiness Standards for Learning Languages put forth by the American Council on the Teaching of Foreign Languages (ACTFL). The central goals include the 5Cs: 1) **Communicate** effectively in more than one language; 2) Interact with **Cultural** Competence and understanding; 3) **Connect** with other disciplines and acquire information and diverse perspectives; 4) Develop insight into the nature of language and culture through **Comparisons**; 5) participate in multilingual **Communities** at home and around the world (<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>). NRCAL will continue to integrate ACTFL Proficiency Guidelines to inform the development of resources and instructional materials (<https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>). Finally, while these standards and guidelines are useful in providing the framework for teaching and learning, it is important that we attend to the unique historical, cultural, and linguistic features of the targeted language in order to develop authentic materials for instruction.

As the nation moves toward consistent learning goals among states, NRCAL will combine resources and knowledge with faculty of Education and Humanities and Social

Sciences, school districts (WSD, HPS, GGUSD, AUHSD, KISD), and community heritage language schools (TAVIET-LCS), to develop the scope and sequence for Pre-school through Undergraduate programs in Vietnamese and instructional materials that integrate CCSS and ACTFL standards for K-2 Vietnamese-English dual language immersion for WSD, HPS, GGUSD, KISD) as well as Vietnamese language courses for grades 7-12 at GGUSD and AUHSD.

In addition, language faculty teaching undergraduate courses will have the opportunity to apply and refine the instructional resources that they have developed over the past four years. These instructional materials included: a) modules for Vietnamese Language (advanced level), Vietnamese Reading for Comprehension (intermediate and advanced level), Vietnamese Writing (intermediate and advanced level), Vietnamese for Business and Vietnamese for International Business; b) audio CDs for existing Vietnamese language textbooks to improve students' speaking skills and pronunciation (beginning and intermediate levels); c) collections of songs, games, movies, documentaries, etc. used as supplementary materials for the teaching of the Vietnamese language and culture courses; d) instructional technology to support development of online Vietnamese courses. Finally, instructional modules of upper-division courses for the proposed Chinese program (Chinese Language and Communication, Cultural Competency, and Literature and Arts). The following links provide samples of the instructional materials developed for the undergraduate courses (Chinese: <http://bit.ly/1lrFAyS> ; Japanese: <http://bit.ly/1dpCurA> ; Vietnamese: <http://bit.ly/1F4wkDY>).

In Year 1, a team comprised of the PreK-12 district partners will meet throughout the year to develop the scope and sequence for Vietnamese from Pre-school through the undergraduate program. Faculty teaching undergraduate courses will apply and refine the

materials that they have created for post-secondary Vietnamese, Chinese, and Japanese courses over the next four years. In Year 2, one team of PreK-6 teachers will develop instructional materials aligned to Common Core State Standards for K-2 Vietnamese dual language immersion while another team 7-12 grade teachers will focus on developing instructional materials aligned to Common Core State Standards for Vietnamese world (foreign) language 7-12 instruction. In addition, given NRCAL's experience in providing support to launch the first Vietnamese dual language immersion program in the state of California and on-going support for similar programs in the country, we will be developing a *How-to-Guide for the Implementation of Vietnamese Dual Language Immersion Program*, which will continue into Years 3 and 4. Pilot testing of resources and instructional materials will be conducted by teachers throughout Year 3 and 4 in K-12 classrooms and university courses. Learning outcomes and program effectiveness will be evaluated on a continuous basis as we refine and adapt the materials. Student and teacher evaluations and feedback will be compiled for any necessary revisions. NRCAL will work with various partners to develop new materials and refine existing materials by successfully completing the following activities:

2.1 Create the scope and sequence for teaching Vietnamese from Pre-school through undergraduate.

2.2 Develop instructional materials aligned to Common Core State Standards for K-2 dual immersion language instruction.

2.3 Develop instructional materials aligned to Common Core State Standards for foreign language 7-12 instruction.

2.4 Refine materials and implement for post-secondary language courses.

2.5 Create a How-to-Guide for the implementation of Vietnamese Dual Language Immersion Program.

c) Provide professional development for teachers

Professional development opportunities allow teachers to enhance their skills, in turn increasing student achievement. NRCAL will continue to operate Intensive Summer Institutes to provide such opportunities focusing on the language, culture, and history of LCTL. Over the past four years, NRCAL has provided 5-day Intensive Summer Institutes for K-12 world language and dual language immersion teachers and community college instructors teaching Vietnamese, Chinese, Korean, and Japanese. Over the years, NRCAL has piloted innovative ways in which it can enrich teachers' learning experiences by integrating "PD away" where the teachers had the opportunity to spend time in the various communities and visit cultural centers such as *Nguoi Viet Daily News*, *Korean Cultural Center*, *The Chinese American Museum*, and *James Irvine Japanese Garden*. Using technology, teachers were asked to collect authentic community artifacts and create a digital ethnography. The knowledge and skills that teachers acquired at the Intensive Summer Institutes can be used with students in the classroom. A sample of teachers' final product can be found here: <https://bit.ly/2ltPGBL>. Building on the success of the "PD away", a survey was administered to teachers to assess interests and feasibility of conducting a "PD abroad" which would serve as the 7-day Intensive Summer Institute, where teachers would have the opportunity to experience professional development abroad by learning about another country's youth, educational system, how language is being taught, and pertinent educational issues in the context of globalization *prior* to the visit. *During* the visit, teachers will have a culturally immersive experience by participating in events, classes, cultural tours, and classroom visits that are focused on language learning. *After* the visit, teachers will reflect on their abroad

learning experiences, compare and contrast pedagogy and practices in language teaching, and identify resources and strategies that they can apply in their classroom. Teachers will have the opportunity to experience these “PD abroad” during the three years of the grant (Year 1: Japan, Year 2: South Korea, and Year 3: Vietnam).

In addition to the 7-day Intensive Summer Institute of “PD away”, teachers will have the opportunity to participate in full-day professional conferences that will take place annually. These full-day professional development conferences focus on providing evidence-based teaching practices including aligning instruction to Common Core State Standards, technology integration, and culturally and linguistically relevant teaching. Furthermore, these professional conferences will be offered in multiple languages and provide teachers the opportunity to collaborate and share resources that they have developed as a team. Establishing a language education network will be a critical component for teacher success. NRCAL will work with partners WSD, HPS, KISD, GGUSD, AUHSD, and TAVIET-LCS in the development of its summer institutes and full-day conferences. In collaboration with Project BECOME, funded by the California Department of Education, to increase the number of dual language immersion teachers in Vietnamese and Spanish, NRCAL has hosted a full-day conference with over 170 participants, approximately 70 participants represent teachers and college instructors from Asian languages. This collaboration has been found to be very fruitful since providing professional development in multiple languages (Vietnamese, Spanish, and English).

The topics for both the Intensive Summer Institute and the full-day conference will vary to address the teachers’ needs. In Year 1, the topic will focus on teaching dual language immersion in K-6 settings. In Year 2, the topics will be broadened to include world (foreign) language instructors (Vietnamese, Chinese, Japanese, Korean, and Khmer) with an emphasis on

teaching heritage language learners in grades 7-12. In Year 3, the focus will be on developing both summative and formative authentic assessments to effectively measure student learning outcomes. In Year 4, we will concentrate on developing, engaging, and sustaining multilingual and multicultural communities both in the local and abroad contexts. Specifically, the following topics will be addressed in Intensive Summer Institutes and full-day conferences: a) history, culture, language and literatures; b) refugee, immigrant experiences, and oral histories; c) media, film, and music; d) contemporary Vietnamese, Chinese, Korean, Japanese, and Khmer communities; e) community resources; f) language learning, scaffolding, and linguistic structure. Pedagogical topics will include: a) teaching dual language immersion (K-6); b) bilingualism, biliteracy, and translanguaging; c) integration of technology to facilitate instruction; d) principles of early childhood literacy and second language development; e) issues, mistakes, and errors pertaining to learning heritage language; and f) curriculum development.

Lastly, the full-day conferences will be provided for pre-service teachers (teacher candidates in world language programs), in-service teachers who pursuing bilingual authorizations as well as those currently teaching in dual language immersion programs, community heritage language educators, and community college language instructors. To further promote the improvements of Southeast Asian language instruction, NRCAL will be partnering with COTSEAL to co-host a conference supporting language teachers from high schools, community colleges, and other universities in the state in Year 3. This conference will be aligned with the full-day conferences. Professional development activities are as follows:

3.1 Professional development for in-service dual language immersion PreK-6 teachers annually and during intensive summer institutes.

3.2 Professional development for in-service 7-12 world language teachers annually and during intensive summer institutes.

3.3 Professional development for K-12 pre-service dual language and world language teachers annually focusing on language learning, scaffolding, and linguistic structure.

3.4 Professional development for community college language instructors teaching heritage language learners.

3.5 Professional development for Southeast Asian (SEA) languages focusing on integrating technology and community engagement in collaboration with COTSEAL.

d) Develop and apply assessment tools

Assessments are a tool that can be used to provide feedback on student learning.

Assessments allow teachers to evaluate students' understanding and progress, determine whether educational goals are being met, and set appropriate learning goals and standards. NRCAL will assemble a team of highly-qualified and knowledgeable participants from CSUF, WSD, HPS, KISD, GGUSD, AUHSD, and TAVIET-LCS to develop assessment instruments and strategies that are aligned with the Common State Standards and the ACTFL proficiency guidelines for speaking, writing, listening, and reading. Distinguished, Superior, Advanced, Intermediate, and Novice represent the continuum of proficiency to describe one's functional language ability regardless of how, when, and where the language was acquired. While the ACTFL guidelines are available for Chinese, Japanese, and Korean, a framework must be identified for the Vietnamese language. Following the development of a framework, the team will design diagnostic tests, replacement tests, evaluative tests for K-2 dual language immersion programs and world language programs offered in grades 7-12. In addition to developing these assessments that are aligned with the instructional materials developed in Years 1 and 2, teachers will have a

chance to apply the assessment tools and strategies. Feedback will be collected to help us refine the instruments as needed. NRCAL will develop applicable assessment tools and strategies in the following activities:

4.1 Create benchmark assessments for Vietnamese dual language programs in collaboration with heritage and K-2 schools.

4.2 Apply assessment tools and practices in K-2 Vietnamese dual language immersion classes.

4.3 Develop and apply assessment tools and practices for world (foreign) language courses.

e) Collaboration and community engagement

NRCAL has become an integral link in the Asian language educational community, both locally and nationally. The Center serves as both a teaching and learning center and as well as a community resource, particularly in providing expertise on how to initiate and identify resources to support Vietnamese dual language immersion programs. In 2017, NRCAL collaborated with the Khmer Parent Association (KPA) to develop, administer, and analyze the results of a community survey to assess the interest and feasibility of developing a Khmer-English dual language immersion program in Long Beach, California, home to the largest Cambodian community outside of Cambodia. We received over 1,500 responses from parents, teachers, and community stakeholders expressing a high level of interest in establishing such a program (https://drive.google.com/drive/folders/17pvpqmXndM9fY1ZmQTdOhK3oJHXWe_lk). Our next step is to work closely with the community to identify and develop resources for the program. NRCAL will continue to work with collaborative partners such as K-12 school

districts, the Association of the Vietnamese Language & Culture Schools (TAVIET-LCS), and the Khmer Parent Association (KPA), to increase capacity and impact.

Currently, there are limited bilingual books for children, especially for less commonly taught languages. To address this challenge, NRCAL has launched its first *Community Literacy Project* in 2017. In collaboration with the community heritage language school, K-12 school districts, and universities, NRCAL hosted a Vietnamese children's book writing contest for children ages between 7-18. Over 100 students registered for this event. Of those who participated, 20 books were selected as publishable and 12 were identified as winners of a prize (<https://bit.ly/2MHTVWF>). The next phase of the project is to identify illustrators and graphic designers to publish the books. We will be hosting the *Community Literacy Project* in both Vietnamese and Khmer in Year 1 and Year 3 of the project. Developing bilingual resources for early childhood literacy is critical to the success of language teaching and learning.

While providing resources and professional development to language teachers plays an important role in student success in language acquisition and mastery, it is equally important that the work we do have a direct impact to the students we serve. With this in mind, NRCAL has hosted *World Languages and Careers Day* in 2017 and 2018. Held on the CSUF campus, this one-day event served more than 1,000 local middle and high school students, providing them with a unique opportunity to learn about the benefits of learning a second language and acquiring cultural competency. At the event, presenters from the local business community shared personal experiences that speak to the value of biliteracy and the impact that competency of their heritage language has had on their professional success. Through engagement with myriad industries, such as business, health, entertainment, education, technology and transportation, students participated in experiences that highlight the benefits of knowing another language and/or culture (<https://bit.ly/2yx0gRw>). We plan to offer this event in Year 4 of the project.

Finally, in collaboration with the American Council on the Teaching of Foreign Languages (ACTFL) and the National Foreign Language Resource Center (NFLRC), NRCAL will be co-hosting a TED Talk at the ACTFL Conference in 2021 focusing on the value of learning languages. In sum, NRCAL will work with the community in the following ways:

5.1 Continue and refine World Languages and Careers Day to middle school and high school students.

5.2 Continue and expand the Community Literacy Project to generate resources for teachers and students and provide technical support for those generating literature for less commonly taught languages, including Khmer.

5.3. Publish resources that have been developed from the Community Literacy Project to the broader community.

5.4. TED Talk at ACTFL Conference focusing on the value of learning languages in collaboration with ACTFL and other LRCs.

f) Disseminate knowledge, materials and resources

As NRCAL collects research data, develops materials and resources, and creates assessment tools, dissemination of this information is of the greatest importance to the achievement of goals. To this extent NRCAL will continue to take an active role on the Internet and social media in order to involve the community and share resources. In addition, NRCAL will distribute a quarterly newsletter on the research, teaching, resources, and learning of Asian languages to all of our partners and their broader network (<https://bit.ly/2IfS0VX>). Finally, NRCAL will be working with the Library faculty at CSUF to identify and establish an online database of bilingual resources in Vietnamese, Chinese, Korean, Japanese, and Khmer, These

resources will be available to all students enrolled in 23 campuses in the California State University system and K-12 students and teachers through NRCAL website.

In order to broadcast findings and share materials and information, multiple methods of dissemination will be employed. The following activities will be used to disseminate information:

6.1 Establish an online database that including an inventory of current resources.

6.2 Distribute quarterly newsletter on the research, teaching and learning of Asian languages

6.3 Present at conferences

6.4 Contribute to social media

b. Management Plan

NRCAL will remain under the direction of Dr. Natalie Tran. Supporting Dr. Tran will be a part-time Assistant Director, Dr. Bang Lang Do, and a part-time Program Coordinator (TBD) who will oversee the day-to-day management of NRCAL, facilitate activities and projects, and supervise data collection. Various faculty affiliates will serve under the supervision of the Director. Each faculty will be responsible for an activity topic including Post-Secondary Curriculum Development and Training, Professional Development, Community Collaboration, and K-12 Curriculum Development. Each activity will be coordinated by the Assistant Director and Program Coordinator, who will work with faculty affiliates who serve as language specialists or pedagogy specialists. The Director, Assistant Director, and Program Coordinator will meet frequently with the faculty affiliates to provide to report progress and plan for future events. A project organizational chart is included in the Appendix.

c. Relation of Project Objectives to the Purpose of the Center

NRCAL's primary commitment is to improving the nation's capacity for the teaching and learning of Asian languages. All of the proposed activities have been developed to support this goal. The development and dissemination of instructional materials and assessment tools relate directly to the improvement of the teaching and learning of less commonly taught Asian languages. Instructional materials will be developed for K-2 Vietnamese-English dual immersion language programs, 7-12 world (foreign) language instruction for Vietnamese, Chinese, Korean, and Japanese, and post-secondary courses for Vietnamese, Chinese, and Japanese. The K-12 materials will align with Common Core State Standards and World-Readiness Standards for Learning Languages and reflect research on innovative teaching approaches. In addition, instructional materials previously developed for post-secondary languages course (Vietnamese, Chinese, and Japanese) will be implemented and refined. Assessment tools and practices will be developed for dual language immersion courses, world (foreign) language courses. These tools and materials will allow teachers to better evaluate student performance and to provide feedback on instruction.

Professional development and teacher training will provide pre-service and in-service teachers the knowledge and skills they need to teach language instruction effectively. NRCAL will operate Intensive Summer Institutes and full-day conferences annually for PreK-12 teachers, community heritage language instructors, and community college instructors. NRCAL has had great success in conducting Intensive Summer Institutes. The feedback provided by participants suggested that the Intensive Summer Institutes were well organized with rich content and extensive expertise (<https://bit.ly/2MdV9Yp>). NRCAL plans to replicate the success of previous summer institutes and expand to provide professional development abroad in countries such as

Japan, South Korea, and Vietnam. In addition to the summer institutes, an annual full-day professional development will be offered to post-secondary education language instructors teaching heritage language learners, pre-service teachers, in-service teachers, and community heritage language educators. Topics will include language and cultural awareness, best practices for teaching heritage language learners, and the developing literacy skills.

Wide dissemination of the knowledge, materials and resources developed by NRCAL will make a direct impact among teachers, students, scholars, and the community. The distribution of information will be accomplished through NRCAL website, quarterly newsletters, online database supported by the CSUF Library, and conferences such as ACFTL Annual Convention and World Language Expo, and National Association for Bilingual Education.

d. Use of Resources and Personnel to Achieve Objectives

NRCAL Director, Dr. Natalie Tran will continue to guide all activities with the support of an Assistant Director, Dr. Bang Lang Do and the Project Coordinator. Dr. Do will supervise and evaluate the activities and projects and provide support for the faculty affiliates. Activities have been designated to one of four categories, each with a lead-facilitator who is responsible for facilitation of the activities. Dr. Tran will directly oversee K-12 Resources and Materials Development; Dr. Do will oversee Professional Development; Dr. Do will oversee Community Collaboration; and Dr. Tran will oversee Post-Secondary Curriculum Implementation and Refinement. The Project Coordinator will provide administrative support for the various activities facilitated by the Center. Faculty affiliates will be chosen to lead activities based on their areas of expertise, curriculum development, professional development, and language specialization. The team meetings will be held bi-monthly to evaluate progress, discuss strengths

and challenges of activities, and monitor data collection. See *Timeline of Project Activities in the Appendix* for assignments of specific activities, timeline, and collaborative partners.

e. Provision of Equal Access and Treatment for Underrepresented Groups

NRCAL provides equal access and treatment for eligible project participants who are members of groups that have been traditionally underrepresented. CSUF is committed to maintaining a positive learning, working, and living environment. The University does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy in admission, access to, treatment, or employment in its educational programs and activities. Additionally, CSUF is proud of its designation as a Minority Serving Institution (MSI) for both Hispanic and Asian American students. CSUF is No.1 California and No. 2 in the nation among the top colleges and universities awarding bachelor's degrees to Hispanics (Hispanic Outlook On Education, 2017).

2. QUALITY OF KEY PERSONNEL

a. Qualifications of Director

NRCAL will remain under the direction of Dr. Natalie Tran, College of Education, (Ph.D. University of Wisconsin, Educational Leadership and Policy Analysis). Dr. Tran currently serves as CSUF Professor of Educational Leadership and Chair of the Department of Secondary Education. Dr. Tran is also a heritage speaker of Vietnamese. She has extensive experience directing externally-funded projects, including Co-Principal Investigator for an NSF-funded project to develop Spanish-English dual language immersion curriculum and provide teacher training to improve math and science achievement among middle school, low income Latino students. She has a strong background in research methodology and has taught research

seminars and advanced research methodology courses in the doctoral program at CSUF. She will also provide support for NRCAL's research activities. Dr. Tran was recognized as a Community Hero Award Recipient in 2014 for her extraordinary dedication and contribution to the diverse Orange County community. Working at the intersection of research, area studies, the preservation and devotion to diversity, and public dissemination of knowledge, she understands the multiple roles necessary to be successful as the director of NRCAL, and can continue to lead the Center to marked success as an invaluable nationally-reaching resource for educators.

b. Qualifications of Key Personnel

Dr. Bang Lang Do served as the Assistant Director for NRCAL during the past year, overseeing the daily operation of NRCAL and working collaborative with faculty, teachers, and community stakeholders. She has more than twenty years of experience in higher education institutions in the United States, Canada, and Thailand. She has served as an Associate Professor, Committee Chair, Faculty Senate President, and Assistant to the President of a college. She has coordinated public school outreach programs in Baltimore and the Midwest, and was board member of a Multicultural Family Center. She has published articles on the topics of cognitive science and music learning in the American Music Teacher, Iowa Music Teacher Association, and her "Thinking, Fast and Slow" paper was cited in at least 300 hundred papers on academia.edu.

Dr. Sam Behseta will conduct research examining the effectiveness of Vietnamese dual language immersion on student learning outcomes. Dr. Behseta earned his Ph.D. in Statistics at Carnegie Mellon University and is currently a Professor of Mathematics at CSUF. He has published numerous articles in the premier journals of statistics, neuroscience, and computer science on the statistical modeling of neurophysiological data of learning. He has

experience in generalized linear modeling with mixed effects, and model-based clustering to study teacher effect on high school mathematics achievement. In his previous role as the executive editor of CHANCE, a publication of the American Statistical Association, he has reviewed and edited a number of articles on a variety of topics, including analytical reports on K-12 testing and achievement. As a co-PI of the NSF-funded project, Transforming Academic and Cultural Identidad through Biliteracy (TACIB), Behseta is closely collaborating with Dr. Tran on the development of the research models for the project.

Drs. Tim Green and Loretta Donovan are educational technology faculty in the Department of Elementary and Bilingual Education at CSUF. Together, they co-facilitate an online MS in Curriculum and Instruction with a concentration in Educational Technology. Drs. Green and Donovan recently published a book on transforming your learning environments to 21st century standards. In addition to planning and teaching online courses in curriculum development, learning theory and effective technology integration, Drs. Green and Donovan have experience in providing support for other faculty in the College to become educators who practice effective technology integration. They also consult with local school districts on technology planning, professional development, and program evaluation.

Dr. Fernando Rodriguez-Valls is an Associate Professor at CSUF. He has created partnerships with school districts, local educational agencies and universities to develop and implement community-based biliteracy and literacy programs involving parents and their children in dialogic reading practices that explored the linguistic symmetries between languages. Fernando's work focuses on ensuring equitable instructional practices for second language learners and migrant students as well as on the socio-cultural factors affecting their academic achievement, educational continuity, and school engagement. He serves as a Co-PI for project

BECOME thus will serve as a presenter for NRCAL's full-day professional development conferences.

Dr. Linh Nguyen will support the curriculum and material development, application, and refinement for Vietnamese post-secondary language courses (her first year joining NRCAL). Dr. Nguyen is an Assistant Professor in the Department of Modern Languages and Literatures at CSUF. She teaches courses on Vietnamese culture and language and also serves as the Coordinator of the Vietnamese Studies Program. She earned her Ph.D. in Anthropology at Syracuse University.

Dr. Jack Liu will assist with the implementation and refinement of curriculum and materials and teacher training for Chinese language courses. Dr. Liu is the Chinese Program Coordinator for the Department of Modern Languages and Literatures at CSUF. He also directs the Summer Language Intensive Program (SLIP), a California State University consortium program. Dr. Liu earned his Ph.D. in Foreign Language Education from Purdue University.

Dr. Setsue Shibata will support implementation and refinement curriculum and material development and teacher training for Japanese. She coordinates the Japanese program and Japanese International Business programs for the Department of Modern Languages and Literatures at CSUF. Dr. Shibata teaches Japanese language, Japanese language education, and Japanese studies. Her research focuses on Japanese pedagogy, Japanese cultural studies, assessment of language learning, and second language acquisition.

Dr. Mark Bilby will assist with the publication and dissemination of the resources that have been developed from the previous Community Literacy Project to the broader community. Dr. Bilby is the Scholarly Communications Librarian at CSUF. His academic interests include

Institutional Repositories, Digital Humanities, Open Access publishing, Open Educational Resources, and Affordable Learning Solutions,

Dr. Sarah Parramore will provide support in identifying bilingual resources in Vietnamese, Chinese, Korean, Japanese, and Khmer. These resources will be available through the Library at CSUF and NRCAL website. Dr. Parramore serves as the Education Librarian for Pollak Library at CSUF. As a former elementary teacher and school librarian, she has extensive knowledge of children's literature and serves on the Donoghue Children's Center Board. Her research interests include the information needs of international students, student engagement and language acquisition, and international librarianship.

In addition, NRCAL will be supported and evaluated by an advisory board, which will consist of members of CSUF faculty and administration, K-12 district administration, and community stakeholders. The Advisory Board members will meet once a year to provide updates on NRCAL's activities and seek guidance to advance the Center's work. Members of the Advisory Board include: Dr. Lisa Kirtman, Dean of College of Education; Dr. Sheryl Fontaine, Dean of College of Humanities and Social Sciences; Dr. Myrlene Pierce, Assistant Superintendent of Westminster School District; Dr. Gabriela Mafi, Superintendent of Garden Grove Unified School District; Dr. Renae Bryant, Director of Multilingual and English Learner Services; Ms. Kristin Percy Calaff, Language Learning Director of Highline Public Schools; and Ms. Kathy Vergara, Instructional Officer of Klein Independent School District.

c. Time Commitments of Key Personnel

As delineated in the Budget Narrative, the breakdown of expected time commitments are as follows. Dr. Tran will commit at a minimum 12.5% of her academic time and 87% of her non-academic time commitments over 4 years to the NRCAL project. Dr. Bang Lang Do, Assistant Director will be expected to devote 36% over 4 years of her working professional time to oversee the day-to-day operations and provide assistance with the research activities for NRCAL. Project Coordinator (TBD) will be expected to commit 50% over 4 years of their professional time commitments to the supervision of their respective areas of expertise at NRCAL.

d. Non-Discriminatory Employment Practices

As a dual Minority-Serving Institution (MSI), CSUF works diligently to encourage the applications of persons who are members of racial or ethnic minority groups. CSUF values diversity and strictly follows nondiscriminatory employment practices. CSUF encourages applications for employment from persons who are members of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups, women, handicapped persons and the elderly. It is through this diligence and commitment as a dual MSI that CSUF has a strong and diverse personnel.

e. Experience and Training of Key Personnel

Dr. Natalie Tran leads a staff with the vast experiences and extensive training necessary to engineer NRCAL. Dr. Tran has well-established experience and training related to the objectives of NRCAL. As a former high school teacher with background in curriculum development, faculty in educational leadership, and Chair of the Department of Secondary Education, she has devoted her efforts throughout her career to the practical dissemination of knowledge, accessibility of workable tools for educators and functional application of

educational research for the improvement of teaching and learning. Having taught multiple courses on teaching pedagogy, educational research, Dr. Tran possesses the skills required to conduct empirical investigations of educational research, with a particular focus on practitioners conducting consumer and evaluation research. Additionally, she has taught many courses on research methods pertaining to, but not limited to, data analysis, statistics, experimental design, interview and questionnaire design related to research planning, policy analysis, and program management.

The faculty affiliates who have been selected have a wealth of relevant experience and training needed to direct the activities of NRCAL and to accomplish the established objectives of this proposal. The NRCAL team as a whole has illustrated proficient expertise through their wide ranging experience and training.

3. BUDGET AND COST EFFECTIVENESS

a. Adequacy of Budget to Support Activities

The proposed budget is sufficient to complete the activities detailed in the proposal. The budget is developed based on experience and costs of other projects similar in scope. The time allocations proposed for the NRCAL director, key personnel, specialist, and consultants will be adequate to ensure that all activities take place on schedule and complete with high quality.

Representing a group of highly skilled individuals, NRCAL staff will ensure that resources are efficiently used. For example, NRCAL's goals of disseminating information electronically will minimize the costs for printing and the use of technology to assist with communication also reduces the costs for travels.

b. Reasonableness of Costs in Relations to Objectives

One of the strengths of NRCAL is the recruitment of highly qualified individuals with multiple skills and diverse range of knowledge, this supports flexibility and allows individuals to serve in multiple roles and complete various tasks. This arrangement is possible since the majority of NRCAL staff are bilingual and have collaborated on other projects in the past. NRCAL will use the office space and equipment provided by CSUF. In the meantime, NRCAL plans to seek funding from sources to further enhance the work supported by the Center.

4. EVALUATION PLAN

a. Quality of Evaluation Plan

A comprehensive evaluation plan is critical to the continued success of NRCAL. This evaluation plan will provide the foundation for improvement and further development for teaching and learning. With the various facets of this project, the following formative and summative program evaluation plan will be utilized by the Center for Research on Educational Access and leadership (C-REAL). In order to examine NRCAL's program implementation, outcomes, and provide timely feedback for intervention modification, a holistic mixed methods design is proposed. This plan will focus on students, teachers, and community members who are involved with dual immersion education and instruction. This evaluation will employ interviews, surveys, classroom observations, and document analyses of school partners, teachers, students, as well as community-based organizations (see Figure 1).

Evaluation Goals:

- Monitor program progress
- Provide feedback for program improvement
- Measure program effectiveness specific to program effectiveness for students, teachers, and community members

- Teacher usage and implementation of instructional materials
- Impact of program strategies on dual language curriculum and resources

Measurable Outcomes:

Students:

- Measure student engagement and knowledge by using surveys, faculty generated documents, and longitudinal case study of two K-2 and 7-12 dual language schools and control schools, including continuation of De Mille Elementary School and Meairs Elementary School (K-2)
- Assess students' perceptions of program effectiveness through surveys and documents

Teachers:

- Measure teacher perceptions of support and barriers for continuation of Vietnamese dual language immersion program (DLIP) through surveys
- Gauge teacher perceptions of increased knowledge and usage of instructional materials in teaching DLI curriculum, language learning, scaffolding, and linguistic structure through interviews and document analysis
- Gauge long term use of NRCAL materials and resources by LCTL programs, both at CSUF and nationwide through website usage and surveys

b. Methods: Data Collection Plan

Longitudinal research methods will incorporate qualitative and quantitative data collection. Regarding qualitative data, C-REAL will conduct interviews with center leaders and faculty. Teachers and school personnel will also participate in interviews pertaining to instructional materials development and usage as well as overall program effectiveness, and self-perceptions of teaching ability. This evaluation will also include analysis of qualitative data

using DeDoose. Usage of DeDoose will allow for discovery of convergent and divergent themes from interviews and document analysis of program materials.

Quantitative methods will focus on implementing a quasi-experimental design to track student progress and to compare students who have DLIP implementation with students from another school in the same school district with similar characteristics without DLIP. Students will not be randomly assigned to experimental and control groups. Measures will include surveys for students regarding program attendance and participation (see Figure 1) as well as grades.

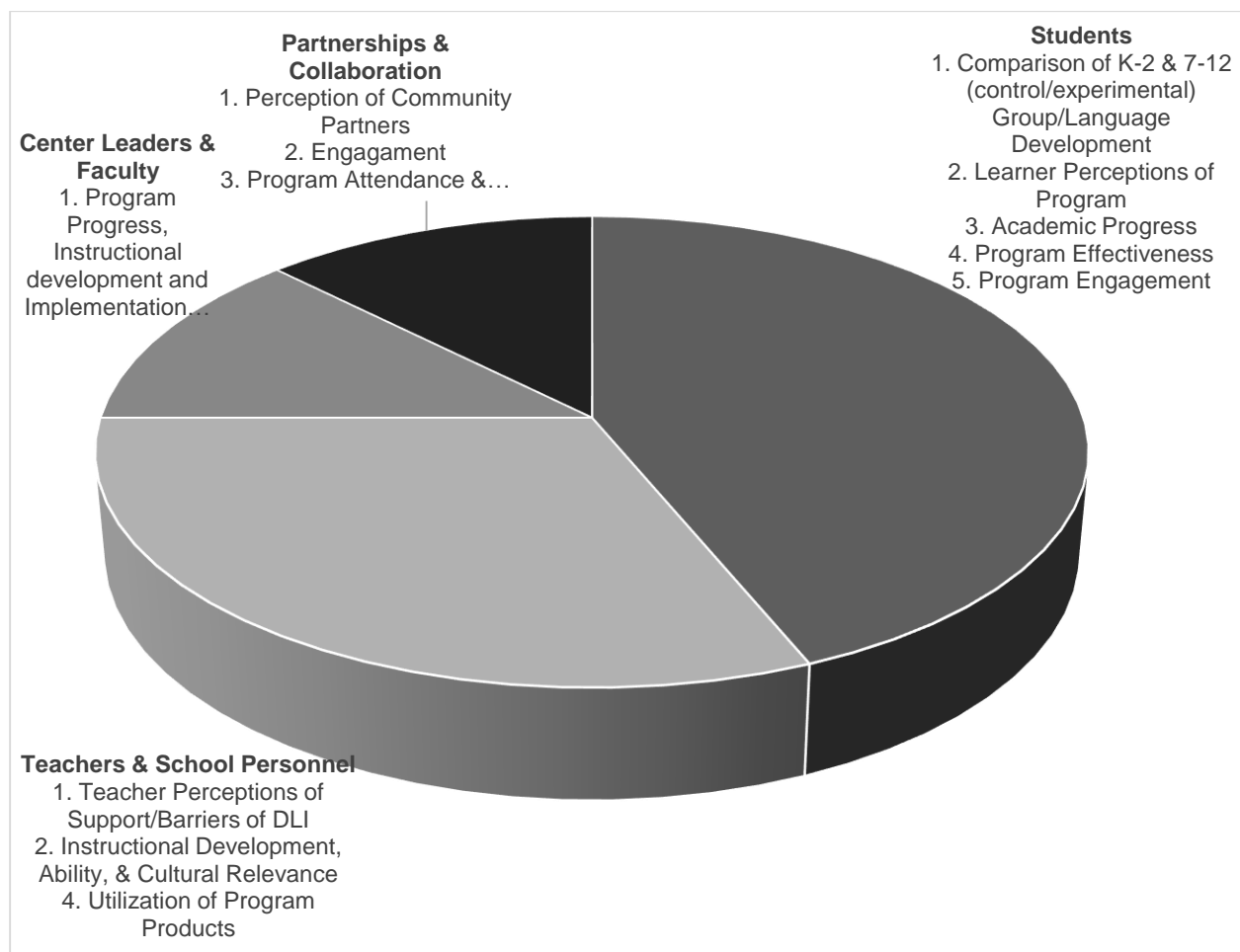


Figure 1. NRCAL evaluation components

The Project Director will provide all relevant school and community records, administer surveys, pre/post workshop surveys, and collect student journals and curriculum evidence

specific to this project. The types of data collected are based on the identified needs, anticipated outcomes, and measurable indicators described above. The following types of data will be collected: **Student Participation** (Formative Assessment- program effectiveness through surveys, and document analysis), **Student Feedback** (Student academic performance via language arts grades to demonstrate at level or above in reading and language arts and benchmark data, student self-perceptions of increased academic abilities through surveys), **Teacher Participation** (Formative Assessment- program effectiveness through surveys, and document analysis; self-perception of increased teaching abilities with DLI curriculum and strategies via surveys, classroom observations, and document analysis), and **Program Performance** (document analysis of program implementation and efficacy, long-term use of CAL materials and resources through surveys, and document analysis).

Method: Data Collection Timeline:

The following five methods will be employed to collect required data: university and community collaboration, surveys, interviews, and document analyses. The timeline below outlines the linear structure that will guide data collected during the first part of the evaluation:

Activity	Timeline
Develop Evaluation Plan	Complete
Selection and Orientation of C-REAL Team researchers	Upon Acceptance
Instrument development for evaluation and IRB submission	Year 1-Fall
Pilot new evaluation instruments	Year 1-Fall
A review implementation plan and set dates for data collection	Year 1-Fall
Collect consent forms	Year 1-Fall
Collect baseline data for all participants	Year 1

Collect student academic performance data in language arts – grades and other available benchmark data from schools	
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This longitudinal evaluation will continue throughout the grant, building on previous work and aims to continue to measure the efficacy of the NRCAL model and its effects on students, personnel, and project leadership. During year one, the evaluation team will identify at least four classrooms, two experimental (dual immersion curriculum) and two comparisons (non-dual immersion curriculum) within the same district that is serviced by this grant, and collect baseline data on students’ academic performance and benchmarks. At the end of years two through four, the evaluation team will collect the same data for outcome comparison with students’ performance as the unit of analyses. Both paired samples and independent samples t-tests will be utilized to compare students’ progress towards program outcomes over time and differences between students within classrooms with ALC implementation and students in non-dual immersion classrooms.

Continuous Feedback and Reporting

Data will be collected using evaluation instruments identified or designed by Dr. Person and the evaluation team at C-REAL, along with data supplied by California State University, Fullerton, NRCAL, and participating community-based organizations. Throughout the project, evaluation findings will continuously be provided to NRCAL for project improvement. Analyses of data will also be used for project decision making, dissemination and sustainability.

Program Goals

- Research on dual language immersion, including the integration of technology
- Develop of resources and materials
- Provide professional development for teachers
- Develop and apply assessment tools
- Collaboration and community engagement
- Disseminate knowledge, materials and resources



Program Activities

- Curriculum, material, and resource development
- Professional development
- Support of community partners engaged in dual immersion efforts
- Webinars and other resources

Evaluation Goals

- Monitor program's progress toward goals
- Provide feedback for immediate program improvement
- Assess the gained knowledge and usage of tools by participants
- Evaluate the effectiveness of curriculum, materials, and resources created through the program
- Monitor community engagement
- Usage of program products

Program Objectives

- 1.1 Identify effective strategies for teaching dual language immersion programs.
- 1.2 Investigate effectiveness of dual language immersion programs as they relate to student learning outcomes in K-2 settings.
- 2.1 Create the scope and sequence for teaching Vietnamese from Pre-school through undergraduate.
- 2.2 Develop instructional materials aligned to Common Core State Standards for K-2 dual immersion language instruction.
- 2.3 Develop instructional materials aligned to Common Core State Standards for foreign language 7-12 instruction.
- 2.4 Refine materials and resources for post-secondary language courses.
- 2.5 Implementation of instructional materials in K-2 classroom and post-secondary languages courses.
- 2.6. Create a How-to-Guide for the implementation of Vietnamese Dual Language Immersion Program.
- 3.1 Professional development for in-service dual language immersion PreK-6 teachers bi-annually and during intensive summer institutes.
- 3.2 Professional development for in-service 7-12 world language teachers bi-annually and during intensive summer institutes.
- 3.3 Professional development for K-12 pre-service dual language and world language teachers bi-annually focusing on language learning, scaffolding, and linguistic structure.
- 3.4 Symposium for community college language instructors teaching heritage language learners.
- 3.5 Symposium for Southeast Asian (SEA) languages focusing on integrating technology and community engagement in collaboration with UCLA NHLRC and MSU CLEAR
- 4.1 Create benchmark assessments for Vietnamese dual language programs in collaboration with heritage and K-2 schools.
- 4.2 Apply assessment tools and practices in K-2 Vietnamese dual language immersion classes.
- 4.3 Develop and apply assessment tools and practices for foreign language courses
- 5.1 Continue and refine World Languages and Careers Day to middle school and high school students.
- 5.2 Continue and expand the Community Literacy Project to generate resources for teachers and students and provide technical support for those generating literature for less commonly taught languages, including Khmer.
- 5.3. Publish resources that have been developed from the Community Literacy Project to the broader community.
- 5.4. TED Talk at ACTFL Conference focusing on the value of learning languages in collaboration with ACTFL and other LRCs.
- 6.1 Establish an online database that including an inventory of current resources.
- 6.2 Distribute quarterly newsletter on the research, teaching and learning of Asian languages
- 6.3 Develop webinars
- 6.4 Present at conferences
- 6.5 Contribute to social media

Evaluation Activities

- Quasi-experimental study (K-2)
- Surveys with students and teachers
- Analysis of documentation of teaching tools
- Analysis of on-line program
- Satisfaction survey of symposium and webinars
- Classroom observations of teaching instruction

Program Outcomes

- Qualitative & quantitative data available to assess effective instructional strategies of dual language immersion student learning outcomes
- 80% of will report, and or demonstrate increased knowledge and confidence in teaching dual language immersion instruction.
- 75% of participants will report an increase in their ability to integrate created instructional materials in their classes.
- 80% of participants will report an increase in knowledge, confidence, and ability to teach language learning, scaffolding and linguistic structure.
- 80% of training participants will report an increase in knowledge of less commonly taught languages and confidence in working with members of these communities in a culturally and linguistically responsive manner.
- Increase the awareness and impact of world languages to both the local and the broader communities
- Assessment tools made available through the program will be implemented in CSUF LCTL and LCTL classes nationwide.
- Increase the awareness and impact of world languages to both the local and the broader communities.
- K-12 school and colleges will have access to the online resources created and managed by the CSUF Library system.
- Webinars will be conducted twice annually.
- 5-7 participants will present at conferences.
- Webinars will be conducted twice annually

Evaluation Outcomes

- Program effectiveness
- Participant feedback
- Tracked progress toward goals

California

5. ADEQUACY OF RESOURCES

CSUF is a comprehensive, regional university belonging to the California State University system. As such, the best qualities of teaching and research universities are combined for actively engaged students, and faculty and staff work in close collaboration to expand knowledge. State-of-the-art technology and resources are readily accessible. CSUF has more than 41,000 students and approximately 1,800 full- and part-time faculty members. The University offers 107 degree programs in eight colleges. The College of Education at CSUF is committed to the preparation and professional development of innovative and transformative educators. NRCAL will continue to draw on these considerable resources and expertise of the College of Education to implement our activities and achieve our stated goals.

Additionally, CSUF is located in Orange County and near Los Angeles County, where numerous communities of Vietnamese, Korean, Chinese, Japanese, and Khmer populations thrive. CSUF recognizes this unique advantage and NRCAL will draw on the local expertise and rich, existing resources.

a. Facilities

The offices and workstations of NRCAL will be housed on the campus of CSUF, within the College of Education. CSUF will make accessible the use of all university facilities, including administrative support, library, and language laboratories. The newly-renovated Library will feature multiple computer labs with multimedia capabilities that instructors can use to facilitate individual and group learning activities. All computers are connected to both a private server and the Internet so that students can access a wide variety of authentic language materials. Additionally, audio files for Arabic, Chinese, English, French, German, Italian,

Japanese, Korean, Persian, Portuguese, Spanish and Vietnamese can be accessed on any computer in either the teaching or student lab.

b. Equipment and Supplies

NRCAL will continue to have access to all of the equipment and supplies needed to complete the proposed activities through CSUF. Copious resources will be available including computers, scanners, fax machines, copiers, inter-college communication systems, telephones, and additional office equipment. Access to the internet and a variety of software programs will allow for the development and maintenance of web-based activities, marketing materials, and presentation and conference materials.

6. NEED AND POTENTIAL IMPACT

a. Extent to Which the Proposed Materials and Activities are Needed

Aptitude in a world (foreign) language increases economic development, bolsters national security, promotes cultural understanding, and encourages diversity. Foreign language proficiency is vital in preparing students for the future as globalization continues to increase in this technological age. The National Council of Less Commonly Taught Languages (NCOLCTL) states that, while many of the less commonly taught languages (LCTL) are critically important to our national interest in the 21st century, the low level of current enrollments jeopardizes the very existence of the relatively few existing programs, and significantly restricts access to language learning opportunities for the large majority of students in the United States.¹ LCTL suffer from a variety of challenges and barriers in the

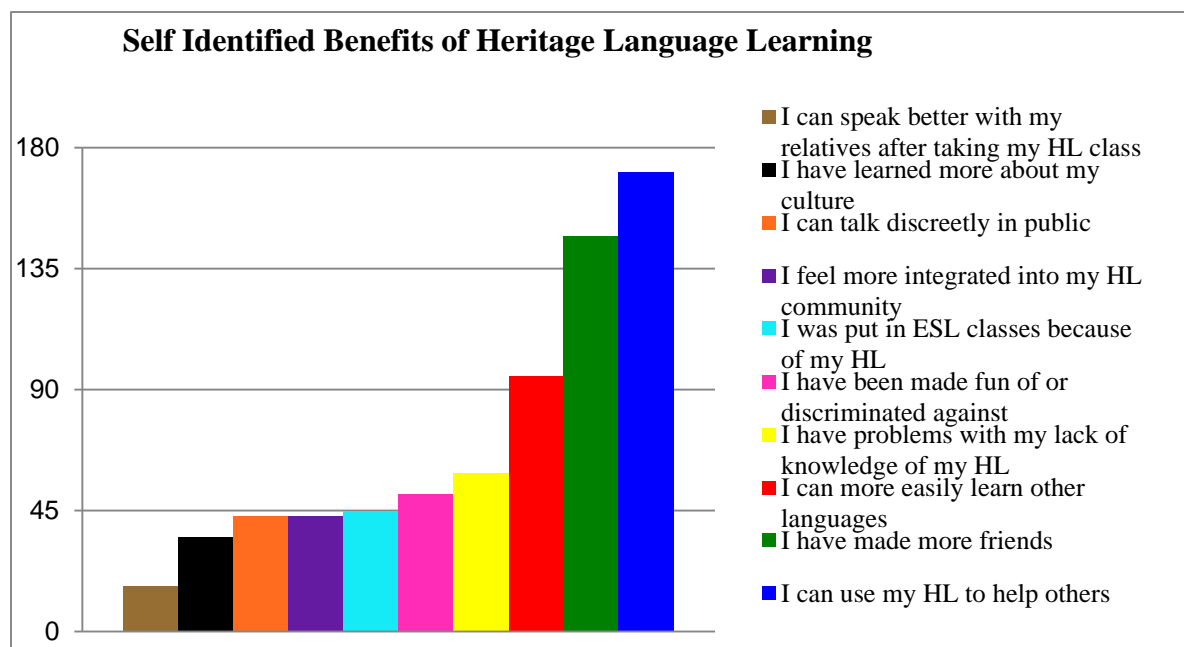
¹ Malone, Rifkin, Christian, Johnson, 2005. *Attaining High Levels of Proficiency: Challenges for Foreign Language Education in the United States*. Center for Applied Linguistics, accessed June 26, 2014 from <http://www.cal.org/resources/digest/attain.html>

United States. The term "less commonly taught" applies only to the educational system in the U.S. In other parts of the world, these languages are much more common. In the U.S., early language programs are not widely available, and study abroad programs can be financially difficult for many students. Many language instructors lack adequate training in language teaching, and some do not possess a high level of proficiency in the language they are teaching. There are some resources available for language instructors, but often these are neither plentiful nor accessible. With a few notable exceptions, published material for LCTL tends to be outdated, dull, and oriented primarily towards grammar, while supplementary materials are usually unavailable. Most LCTL teachers are faced with the need to create their own materials, often without having a background in language pedagogy.² Better technology can improve the efficiency of language learning and can increase the number of listening and reading texts to which students are exposed. Unfortunately, with LCTL, there is little incentive for university faculty to develop costly instructional software to enhance high-level learning. As previously mentioned, adequate resources for full course sequences are still unavailable in many LCTL, and even fewer assessments are available to test high levels of language proficiency in many LCTL in all skill areas. With these barriers to learning, there are few incentives for students to study LCTL or for institutions to offer LCTL.¹

A focus on teaching heritage languages has made its way into higher education and the public K-12 system (primarily through programs like dual language immersion that provide instruction in English and another language). The American Council on the Teaching of Foreign Languages (ACTFL) officially recognized the unique needs of heritage language learners (HLL), and began establishing standards for these students as part of their national

² Pennycook, Alastair. "Critical and alternative directions in applied linguistics." *Australian Review of Applied Linguistics* 33.2 (2011).

standards in the late 1990's (ACTFL, 2006).³ A HLL is a student who takes a K-16 or a community school language class in the home language. Research on HLLs indicates that their linguistic abilities differ enough from those of traditional students of world languages in U.S. classrooms to warrant distinct teaching approaches. Despite the range of heritage languages and the particularity of each language, research has found enough commonalities that heritage language knowledge can be considered a system.⁴ Given the highly diverse population in the U.S., many of the LCTL cater to HLL. Further, the reasons that LCTL learners study LCTL can differ significantly from those reasons that HLL study commonly taught languages and consequently the degree of motivation changes. Motivation greatly influences language learning and should be an integral part of the curricula development.



Source: The Heritage Language Learner Survey⁵

³ American Council on the Teaching of Foreign Languages. (2006). *Standards for Foreign Language Learning in the 21st Century* (3rd ed.). Yonker, NY: ACTFL

⁴ Carreira, Jensen, & Kagan (2009) The Heritage Language Learner Survey: Report on the Preliminary Results, UCLA.

⁵ Carreira, Jensen, & Kagan (2009) The Heritage Language Learner Survey: Report on the Preliminary Results, UCLA.

Like LCTL, heritage language education, itself, faces many challenges, including a lack of curricula with developmentally (cognitively and linguistically) appropriate approaches specifically designed for HLL, a lack of qualified and experienced teachers with adequate professional training to teach the specified language as a heritage language, inadequate instructional time, weak motivation of children to learn LCTL, unrealistic parent expectations (which can hinder approaches to LCTL education), and financial difficulties.⁶

For example, Korean heritage language schools often face analogous internal challenges; most are small, and provide a limited selection of courses. Other challenges include a lack of texts written especially for HLLs of Korean, a shortage of age-appropriate texts for older beginners, lack of adequate professional training for teachers, high teacher turnover, difficulty in hiring qualified and experienced teachers, and lack of creative and interesting lessons. Additionally, many Korean heritage language schools have financial difficulties and depend heavily on student tuition and fundraising; most of this income is used for instructors' salaries. As a result, there is not enough money to invest in teacher training or updating materials. Most schools offer Korean language and culture instruction for only two or three hours a week. Inadequate facilities and a lack of parental support are also challenges.⁷ Over the past four years, NRCAL has alleviated many of these barriers and challenges faced by these institutions. CSUF has a true commitment to preserving diversity and supporting LCTL that are indigenous to a number of its own diverse student population. This commitment is one that can be amplified for LCTL education across the nation through the continued support of the NRCAL at CSUF.

⁶ Chinen, Douglas, & Kataoka (2013). *Japanese Heritage Language Schools in the United States*. California State University, Long Beach publication for the Alliance for the Advancement of Heritage Languages, Center for Applied Linguistics (CAL), Washington DC.

⁷ Shin, S. J. (2005). *Developing in two languages: Korean children in America*. Clevedon, UK: MultilingualMatters.

The number of Americans studying Japanese is the highest in history; in 2012, there were over 160,000 students at all levels. Japanese enrollments at the pre-college level have increased 20% in the past six years, and now top 80,000. The number of U.S. junior and senior high schools teaching Japanese jumped from 595 in 2009 to 722 in 2012. Today more students learn Japanese in high school than in college. Japan is the world's third largest economic power, with a GDP bigger than Germany, France, England, Italy, or Spain. Japan's per capita income is six times that of China's, and it is the second largest investor in the United States, after the United Kingdom.⁸ Further, a sizable number, 774,600, of individuals with Japanese ancestry live in the United States (U.S. Census Bureau, 2011). In the Southern California area, where many Japanese heritage language schools are found, there has been an increase in the number of Japanese preschools in the past few years. As of April 2012, in Los Angeles alone, there were 37 preschools and kindergartens, including branch schools, listed in the Japanese telephone guide of greater Los Angeles. These types of institutions are fundamental in replicating the Japanese language and cultural environment found in Japan.

Like Japanese, choosing to learn Korean creates valuable opportunities in both work and study. The Korean economy is the third largest in Asia after Japan and China, and 11th in the world. Korean skills offer a competitive edge in the job market and access to a fascinating country with a 5000-year history and a vibrant bright future. Further, in the continued tensions with North Korea, learning Korean has true applications to national security and geopolitics.

In the United States, Vietnamese has more than 1.4 million speakers, and is the fifth most-spoken language; it is third in Texas, fourth in Arkansas and Louisiana, and fifth in California. Moreover, there are more than 90 million native speakers of Vietnamese worldwide.⁹

⁸ Japan Foundation: 2014 The Japan-America Society of Washington, Inc.

⁹ Boston University Arts & Sciences Modern Languages & Comparative Literature

The largest Vietnamese population in the United States is in Orange County, CA. Along with the abundant Vietnamese speakers worldwide, Vietnam is a developing country posing a real economic opportunity. Much like the issues surrounding the barriers to learning for the Korean and Japanese Heritage Schools, there is a serious lack of instructional materials for Vietnamese language courses. Vietnamese students enroll on community language school receive on average 2 hours of language instruction per week, and parents have to pay for them, teachers at these schools are not certified, not well trained, there are no criteria for selecting materials. Currently, there is a growing number of Viet-English dual immersion programs across the country (Highline Public schools, Portland Public Schools, Westminster School District, Garden Grove Unified School District, Klein Independent School District, and Stafford Public Schools.¹⁰ There is a true need in the support of these programs and there is no known research on the effectiveness of dual immersion available.

Chinese (Mandarin) has 1.05 billion speakers worldwide. At more than 5,000 years old, China is one of the world's oldest and richest continuous cultures. China is the most populous nation in the world, with 1.28 billion people. One fifth of the planet speaks Chinese. Mandarin is the mother tongue of over 873 million people, making it the most widely spoken first language in the world. In addition to China and Taiwan, Mandarin Chinese is also spoken in the important and influential Chinese communities of Indonesia, Thailand, Malaysia, Singapore, Brunei, the Philippines, and Mongolia. China is the second largest economy in the world, is one of the largest trading partners of the United States, and many U.S. companies conduct business in

¹⁰ Phan, A. (2014, July 1). Asian American Immersion Schools Surge in Popularity to Meet Demand. *NBCNEWS*, available at <http://www.nbcnews.com/news/asian-america/asian-immersion-schools-surge-popularity-meet-demand-n142751>. Accessed: July 5, 2014.

China and have long-term investments there.¹¹ China is rapidly growing into a leader in Asia and the aforementioned importance of the Mandarin dialect maybe a genuine demonstration as to the influence language has on national security. Mandarin is a vital dialect of the Chinese language. A survey of Chinese immigrants and international students in the U.S. conducted by Wiley et al. indicates that among the respondents, Mandarin is used often, highly regarded, and seen as a resource to be preserved despite high levels of multilingualism and multidialectism.¹² By the mid-1990s, about eight out of ten pupils in community-based heritage Chinese schools in the U.S. were being taught in Mandarin. In 2008 the percentage of schools in the U.S. offering Chinese (Mandarin), although still low, increased at both the elementary and secondary levels. Chinese (Mandarin) was taught at 3% of elementary schools and 4% of secondary schools with language programs.¹³

The motivation for students of LCTL is unique from the commonly taught languages. One study examined the motivation held by 140 elementary-level and 451 secondary-level students toward the learning of Chinese, Japanese, or Korean in formal classroom settings in public schools. The findings revealed that elementary students were more motivated overall towards Asian language study than were the older students. Younger students also perceived their parents as more involved in their language study than did high school students. A factor labeled “ethnic heritage-related motivation” emerged as a major contributory influence in

¹¹ Boston University Arts & Sciences Modern Languages & Comparative Literature.

¹² Wiley, T. G., De Klerk, G., Li, M., Liu, N., Teng, Y., & Yang, P. (2008). Attitudes toward Mandarin, heritage languages, and dialect diversity among Chinese immigrants and international students in the United States. In A. W. He & Y. Xiao (Eds.), *Chinese as a heritage language: Fostering rooted world citizenry* (pp. 67-88). Honolulu, HI: University of Hawai'i Press.

¹³ Rhodes, N. & Pufahl, I. (2009). *Foreign language teaching in U.S. schools: Results of a national survey*. Washington, DC: Center for Applied Linguistics

students' learning an Asian language. This was especially true at the elementary school level and also in the Korean and Chinese programs. Finally, elementary school parents had more positive attitudes toward foreign language learning, and were more involved in the child's language study than were parents of high school students.¹⁴ The faculty of the NRCAL at CSUF understands many of these unique aspects to LCTL for all learners and instructors, as well as the distinctive needs of HLL.

NRCAL's partners include Highline Public Schools (HPS), Westminster School District (WSD), Garden Grove Unified School District (GGUSD), Klein Independent School District (KISD), Anaheim Union High School District (AUHSD), the Association of the Vietnamese Language & Culture Schools (TAVIET-LCS), and the Khmer Parent Association (KPA). In 2008, **HPS** (Seattle, Washington) began their first Vietnamese English dual language immersion program using a 50-50 model (50% of instruction is conducted in English and 50% in Vietnamese). The program enrolled a balance number of students who are native speakers in these two languages. The program is expected to thrive in the years to come (grades K-1 in 2014-15; grades K-2 in 2015-16; grades K-3 in 2016-17; grades K-4 in 2017-18, and grades K-5 in 2018-2019). **WSD** in California serves diverse student populations with a large proportion of Vietnamese American students. In 2015-2016, WSD, launched the first Vietnamese-English dual language immersion program in the state of California, beginning with the kindergarten class. Beginning Fall 2018, WSD will be offering Vietnamese-English dual language immersion program to Preschool students in their district. Following WSD's footsteps, **GGUSD** began to offer the first Vietnamese-English dual language immersion program to families in

¹⁴ SUNG, H. and PADILLA, A. M. (1998), Student Motivation, Parental Attitudes, and Involvement in the Learning of Asian Languages in Elementary and Secondary Schools. *The Modern Language Journal*, 82:98), doi:10.1215/00267814-1998-001

their district in 2017-2018 for Transitional Kindergarten. Finally, **KISD** (Klein, Texas) will be offering the first Vietnamese-English dual language immersion program in the district for Kindergarten beginning 2018-2019. In all of these programs, NRCAL has been instrumental in the successful implementation of these programs across the country by providing professional development and resources to support classroom instruction.

Located in Orange County, **GGUSD** serves the largest number of K-12 Vietnamese American students in the U.S. There is a growing demand for Vietnamese language courses in both elementary and secondary schools. Beginning 2014-15 academic year, the district offered 3 sections of intermediate school (grades 7 and 8) and 32 sections of high school (grades 9-12) Vietnamese language classes. NRCAL has been providing professional development for GGUSD world language teachers over the past four years. CSUF also has a long-standing partnership with **AUHSD** through various programs and initiatives over the years. Currently, AUHSD offers 11 sections of middle school and high school Korean language courses, 8 sections of high school Japanese language courses, and 2 sections of middle school and high school Chinese (Mandarin) language courses. Beginning 2018-2019, AUHSD launch their first Vietnamese world language program in the district. Due to the limited resources available, professional development for world languages is often overlooked by district leaders, therefore, NRCAL will continue to work with AUHSD's teachers to develop curriculum and provide professional training to those teaching Vietnamese, Chinese, Korean, and Japanese. Another key player connecting the various partners together is **TAVIET-LCS**, which represents over 90 Vietnamese community heritage language and culture schools serving approximately 18,000 Vietnamese students, with 1,000 volunteer teachers. TAVIET-LCS has developed resources and textbooks for various classes, and provided trainings for teachers within their

network. Over the past four years, NRCAL has been partnering the TAVIET-LCS on professional development efforts and community activities. Finally, the **KPA** is a community-based organization aimed at supporting Khmer youth through higher education by providing tutoring, leadership development, scholarship, and health awareness. In 2017, NRCAL has partnered with KPA to develop and administered a community survey to assess interests and feasibility of establishing the first Khmer-English Dual Language Immersion program in Long Beach, California. Such program will not only enhance biliteracy and student learning outcome for Khmer youth in the community but also important for instilling ethnic identity and pride, as well as a sense of continuity, in the younger generation.

b. Extent to Which Proposed Materials May be Used throughout the U.S.

Addressing these challenges and barriers to foster increased proficiency in learning and teaching these specific LCTL requires cooperation among teachers, administrators, parents, and community stakeholders. NRCAL will continue to effectively offer the tools necessary to bring measurable success to teaching and learning these languages for PreK-12 language programs, heritage language programs, and dual immersion programs at all levels. In order to address the previously noted challenges and barriers to teaching and learning LCTL, teachers need to offer interesting and creative classes instead of tedious learning drills and rote memorization, and use innovative teaching technologies. NRCAL understands that programs should seek qualified and experienced teachers, and the best way to facilitate this is through more training and professional development opportunities made available, including the

intensive summer institutes. This type of development opportunity and the proposed resources and tools will also aid in decreasing teacher turnover.¹⁵

To help address heritage language schools' financial challenges, programs offered through NRCAL such as the *Community Literacy Project* may result in more parental engagement, thereby improving parent-student interactions and deepen the discussions focusing on bilingualism and biliteracy. Parents and grandparents need information about the benefits of heritage language maintenance and the drawbacks of heritage language loss, which might motivate them to contribute to their children's heritage language development even when they are out of the classroom. Over the past four years, NRCAL has done an excellent job in serving as a bridge builder among the various community partners and stakeholders (school districts, community-based organizations, and universities), identifying community needs and essential resources within the community. The success of NRCAL in addressing community needs can serve as a model for other communities around the nation.

There is little in previous literature on how best to help language learners develop high levels of proficiency, especially in LCTL. NRCAL recognizes the necessary approaches that should be taken to facilitate these high levels of proficiency, such as building on the language background of heritage language speakers. Starting language learning early builds a strong basis for second, third, and even fourth language learning. Some of these approaches will be offered through full-day conferences and intensive summer language institutes, developing comprehensive and dynamic materials for upper-level students, and offering comprehensive

¹⁵ You, B. *Southwest Institute for Families and Children* 2011. Korean heritage language education in the United States: The current state, opportunities, and possibilities. Heritage Briefs Collection ©2011 Center for Applied Linguistics.

language programs that are designed specifically to promote high-level proficiency through on-campus and off-campus experiences.

The implementation of existing technologies encourages and supports the development and maintenance of high levels of language proficiency. Educational technology tools bring authentic language and cultural experiences to students and provide opportunities for them to interact with native speakers, to access culturally appropriate and high-level reading and listening texts, and to conduct research in their areas of expertise. The online database for language education proposed in the above section can facilitate a high-level of learning and comprehension through combined text, video, CD-ROM, and synchronous and asynchronous use of the online tools in effective ways. The availability of resources to develop high-level proficiency, especially in the LCTL, remains limited. To measure the success in developing high levels of language proficiency, there must be sufficient assessments to determine when learners have reached these levels. Although assessments that measure high levels of proficiency exist, most are not widely accessible. For example, a number of U.S. government agencies' tests for listening and reading beyond the superior level of proficiency are not released for reasons of national security, and cannot be administered to university students. A few initiatives are beginning to fill some of these gaps, but many gaps remain.¹⁶

Finally, building on the collaborative partnerships with various organizations in the U.S., NRCAL serves as a national resource for school district interested in developing or expanding their Vietnamese-English Dual Language Immersion programs.

¹⁶ Malone, Rifkin, Christian, Johnson, 2005. *Attaining High Levels of Proficiency: Challenges for Foreign Language Education in the United States*. Center for Applied Linguistics, accessed June 26, 2014 from <http://www.cal.org/resources/digest/attain.html>

c. Contributions to Strengthening, Expanding or Improving Programs of World (Foreign) Language Study in the U.S.

According to the STARTALK Language Program's Endorsed Principles for Effective Teaching & Learning and Characteristics of Effective Language Lessons, effective lessons consist of implementing a standards-based and thematically organized curriculum that fosters students developing the ability to engage in a high-level of proficiency for real-world application purposes, including cultural objectives. These curricula should represent these high-impact practices to ensure that students can meet the lesson's cultural and language performance objectives. NRCAL will achieve this through the development of resources and tools that will facilitate a learner focused classroom. These resources offer varied content to create unique classroom opportunities for students to interpret and express meaning for real-world purposes. The professional development strategies and resources provided by NRCAL will strengthen instructor resources and skill sets by providing clear input for instruction. This approach will provide authentic materials and tasks appropriate to the language proficiency and age level of the learners, a range of authentic print and non-print materials in a variety of technological formats, and a variety of strategies to make language comprehensible, monitor student comprehension, and make adjustments as necessary. To effectively foster growth in the proficient learning of LCTL, NRCAL will continue to develop and disseminate effective tools for assessment of student performance, thereby creating an environment where teacher and students use feedback about the quality of performance relative to the lesson's and unit's instructional targets.¹⁷

A key element of the NRCAL's success has been the deeply and richly integration of culture into the classroom, preserving and honor diversity. Our practices ensure that teachers

¹⁷ Couet, Duncan, Eddy, et al. 2008. *Starting With the End in Mind: Planning and Evaluating Highly Successful World Language Programs*.

and instructors who are teaching HLLs have skills, knowledge, and training on cultural competency (i.e. working with students from diverse backgrounds, understanding the roles of history and culture in language learning and development), and are able to create a classroom learning environments that supports all learners with varying abilities, linguistic and cultural backgrounds. Building on previous success, key strengths of this proposal are the collaboration with multiple school districts, the support of dual immersion programs, and extensive community engagement.

7. LIKELIHOOD OF ACHIEVING RESULTS

NRCAL has developed clear and achievable objectives to advance its goal of improving the teaching, learning, and research of Asian languages in the United States. Through the development of quality materials and by drawing on the expertise of Asian language scholars, educators, and community stakeholders, NRCAL will continue to provide community and national results.

a. Quality of Methods and Procedures for Preparing Materials

Over the next four years, NRCAL will develop new instructional materials in collaboration with PreK-12 school districts, universities, and community partners. The basic procedure will be conducting an extensive review and discussion of existing materials to create a framework with scope and sequence which will be used to guide the development of resources and instructional materials. New materials will be written and edited by NRCAL staff and partners. These new materials will be reviewed using the newly developed criteria. Pilot testing will be conducted in the form of student and teacher evaluations, and feedback will be compiled for any necessary revisions.

b. Practicability of Plans and Expectation to Produce Anticipated Results

NRCAL has developed a comprehensive and achievable operating plan with clear and attainable indicators for success. Specifically, the goal to research effective teaching methods integrating technology is likely to succeed based on the previous success CSUF has demonstrated in developing highly technical programs. CSUF combines its many successful years in educator training, educational research, and training bilingual teachers with its support of NRCAL's mission to enhance the teaching, learning and research of LCTL. NRCAL will continue to create effective, engaging materials with the support of its collaborative partners including experts on curriculum development. Regarding professional development, NRCAL will continue to build on the success of its intensive summer institutes and expand this work to include professional development abroad. Assessment tools will be created by NRCAL and a team of highly qualified and knowledgeable partners. To meet NRCAL's goal of engaging and collaborating with the community, NRCAL has a wealth of existing relationships to draw on. NRCAL will continued to be supported and benefited from the tremendous resources and experience of its collaborative partners. The dissemination of materials and knowledge will be achieved locally and nationally using technology and CSUF Library information system. CSUF has demonstrated its progressive position regarding LCTL by offering the minor degree programs in Vietnamese and Chinese, a Bachelor's degree in Japanese, and teaching pathways and Bilingual Authorizations in Vietnamese and Korean. NRCAL's additional community partners will continue to provide expertise in heritage language centers, K-12 language programs, and community cultural and language issues. This combination of experience and background will ensure that NRCAL meets its goals and objectives.

8. DESCRIPTION OF FINAL FORM OF RESULTS

a. Specificity and Appropriateness of Description of Expected Results

The expected results of NRCAL's projects will include research findings, materials and resources, assessment tools, increased awareness of world (foreign) languages in the community, increased support for teachers, students and the community of LCTL, and increased teacher effectiveness in K-12 schools, post-secondary courses, and community heritage language centers. The results of the proposed activities will take many forms, including online resources, community partnerships, publications, and presentations:

Materials and resources: Framework that includes scope and sequence for Vietnamese that expands from PreK – undergraduate language program. This scope and sequence will then be used to guide the development for new and existing instructional materials, instructional materials aligned to Common Core State Standards and World-Readiness Standards for Learning Languages for K-2 dual immersion language instruction and for grades 7-12 world (foreign) language instruction. **Online resources:** Online database of bilingual resources will be identified and supported by the Library system at CSUF. In addition, advanced online instructional tools will also be made available for pre-service and in-service teachers, college and university instructors, and community heritage language educators through our professional development trainings. **Publications:** Research findings will be published in educational journals, quarterly newsletter on research, teaching and learning of Asian languages. In addition, Vietnamese children's books from the Community Literacy Project will be published along with the *How-to-Guide for the Implementation of Vietnamese Dual Language Immersion Program*.

Presentations: Intensive summer institutes, annual full-day conferences for pre-service and in-service teachers, college and university instructors, and community heritage language educators,

bi-annual Community Literacy Project, World Languages and Careers Day for middle and high school students. **Collaborations:** NRCAL will collaborate with community partners including CSUF College of Education, CSUF College of Humanities and Social Sciences, K-12 school districts including Westminster School District, Highline Public Schools, Garden Grove Unified School District, Klein Independent School District, and Anaheim Union High School District, the Association of the Vietnamese Language & Culture Schools (TAVIET-LCS), and the Khmer Parent Association (KPA), American Council on the Teaching of Foreign Languages (ACTFL), National Foreign Language Resource Center (NFLRC), and the Council of Teachers of Southeast Asian Languages (COTSEAL).

9. COMPETITIVE PREFERENCE PRIORITY 1:

The National Resource Center for Asian Languages (NRCAL) at CSUF was established in 2014 to improve the nation's capacity for the teaching and learning of Asian languages, specifically Vietnamese, Korean, Chinese (Mandarin), Japanese, and Khmer (a newly added language). CSUF has a strong commitment to supporting Less Commonly Taught Languages (LCTL), which is exemplified in the multiple course and degree offerings in Vietnamese, Chinese (Mandarin), Korean and Japanese. Additionally, CSUF offers a Bachelor's degree in Japanese, minors in Vietnamese, Chinese (Mandarin) and Japanese, and course offerings in Korean. CSUF also has teaching credential pathways for Vietnamese, Chinese, and Japanese available, with Vietnamese and Korean Bilingual Authorizations developed to support the teacher training for dual language immersion programs. The main focus of NRCAL is to improve the teaching, learning, and research of these LCTL Asian languages in the United States by drawing on the expertise of Asian language scholars, educators, and community stakeholders. CSUF recognizes that bilingualism and biliteracy in Vietnamese, Chinese (Mandarin), Japanese,

Korean, and Khmer not only enhances cognition, employment opportunities, cultural competency, but also improves national security.

10. COMPETITIVE PREFERENCE PRIORITY 2

CSUF is a Minority-Serving Institution (MSI), as defined by the FY 2018 List of Eligible Institutions for Title III and Title V Programs. CSUF is a dual-MSI institution, designated as both a Hispanic-Serving Institution and an Asian-American and Pacific Islander-Serving Institution. In Fall 2017, more than 50% of its students were ethnic minorities: 41% Hispanic; 21% Asian/Pacific Islander; 2% Black; 20% White; 8% international students; 4% multiple race; 4% are other or unknown. NRCAL is committed to serving the needs of this diverse population, as well as multiple community partners, see GEPA attachment. NRCAL is committed to addressing the needs of PreK-16 students and educators, post-secondary and heritage language-speaking communities, and scholars interested in Asian Languages. The outlined objectives designed to meet the goals of NRCAL are unique and detailed tools that will incorporate significant and sustained collaborative activities that will yield curricula and world (foreign) language instruction that meets the needs of not only CSUF's diverse student and educator population, but also countless others throughout the nation.

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CURRICULUM VITAE

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EDUCATION

Ph.D., University of Wisconsin, 2008
Educational Leadership and Policy Analysis

M.Ed., University of California Los Angeles, 2004
Education

California Certificate in Single Subject Science: Biology CLAD
Emphasis, 2003

B.S., University of California Los Angeles, 2002
Psychobiology

ACADEMIC APPOINTMENTS

2017-Present Chair, Department of Secondary Education,
California State University, Fullerton

2016- Present Professor, Department of Educational Leadership,
California State University, Fullerton

2014- Present Coordinator, P-12 Ed.D. Specialization
California State University, Fullerton

- Provide academic advisement for prospective, newly admitted, and continuing students on the requirements of the Doctor of Educational Leadership program and Clear Administrative Services Credential (CASC)
- Provide holistic advising to students regarding negotiation of competing roles and goals in the realm of academics, career and professional success and development, personal and familial life, community involvement, and physical and spiritual health and wellness.
- Provide leadership to student of concern (academic, personal, emotional, social) and early intervention efforts

including facilitating discussions with faculty during weekly specialization meetings, participating in interventions as appropriate, and monitoring ongoing student success in light of these efforts.

- Provide oversight on work related but not limited to student registration, late registration, study plans, writing requirements, student writing and research support, satisfactory progress, continuous enrollment, leaves of absence, reentry, program exit, graduation checks, graduate updates, and GRAD 700 registration.
- Design, implement, and assess co-curricular programs including orientations, camps, and retreats.
- Provide leadership to improve efficiency of processes, realign faculty expertise with curricular content, and generate innovative strategies to improve student success.

2014-Present

Director, National Resource Center for Asian Languages
California State University, Fullerton

- Provide oversight for the National Resource Center for Asian Languages (NRCAL) and serve as a liaison between partners and continue to leverage support from partners.
- Supervise activities and projects aimed at supporting less commonly taught languages in K-16 settings (Vietnamese, Chinese, Korean, and Japanese) including developing instructional resources, providing professional development, conducting research on dual language immersion, and engaging heritage language communities.

2013-2016

Associate Professor, Department of Educational Leadership,
California State University, Fullerton

2010-2013

Assistant Professor, Department of Secondary Education,
California State University, Fullerton

2008-2010

Assistant Professor, Department of Teacher Education, California
State University, Bakersfield

NON-ACADEMIC APPOINTMENTS

2006-2008

Graduate Research Assistant, Wisconsin Center for Education
Research, University of Wisconsin, Madison

2005-2006

Graduate Teaching Assistant, Department of Educational
Leadership and Policy Analysis, University of Wisconsin, Madison

2003-2005	<u>Science Teacher</u> , Jordan High School, Los Angeles Unified School District
2001-2002	<u>Senior Behavioral Therapist</u> , Center of Autism and Related Disorders, Inc., Los Angeles
2000-2001	<u>Higher Education Awareness Coordinator</u> , UCLA-SIOC Higher Opportunity Program for Education, University of California, Los Angeles
1999 – 2001	<u>Undergraduate Research Assistant</u> , University of California, Los Angeles

HONORS AND AWARDS

CSUF Diversity, Equity, and Inclusive (DEI) Award (2016-2017)

Nominated for the 2015 Diversity, Equity, and Inclusive (DEI) Award. The DEI Award recognizes staff, faculty or teams who demonstrate, through interpersonal skills, positive interactions with others and respect for differing backgrounds and points of view within the University community.

CSUF Diversity, Equity, and Inclusive (DEI) Award Nomination (2014-2015)

Nominated for the 2015 Diversity, Equity, and Inclusive (DEI) Award. The DEI Award recognizes staff, faculty or teams who demonstrate, through interpersonal skills, positive interactions with others and respect for differing backgrounds and points of view within the University community.

2014 Community Hero Award Recipient (2014)

Senator Lou Correa joined with the Orange County Asian and Pacific Islander Community Alliance (OCAPIA) to host a special celebration of Asian Pacific Islander Heritage month where we honor distinguished leaders and organizations that have shown extraordinary dedication and contribution to the diverse Orange County community.

Wisconsin Spencer Doctoral Research Program (2006 – 2008)

The School of Education's (SoE) Wisconsin Spencer Doctoral Research Program (DRP) provides enriched opportunities and support for doctoral students preparing for careers in education research.

Barbara L. Jackson Scholar (2006 – 2008)

A network of graduate students of color who are studying in University Council for Educational Administration (UCEA) members' educational leadership doctoral programs who are planning to enter the professoriate.

Nominated by the department faculty for the David L. Clark Seminar (Oct 2007)

National Graduate Student Research Seminar in Educational Administration & Policy, sponsored by the University Council for Educational Administration (UCEA). Nominees

are outstanding doctoral students in educational leadership, administration, and/or policy, seeking careers in research.

TEACHING

At California State University, Fullerton:

Fall 2015	EDD 670A	Linking Research to Problems of Practice	(2)
Fall 2015	EDD 699	Independent Study	(1)
Fall 2015	Course Release	Ed.D. P-12 Coordinator	(3)
Fall 2015	Course Release	NSF Grant: Transforming Academic and Cultural Identidad through Biliteracy (TACIB)	(3)
Fall 2015	Course Release	US DoE Grant: National Resource Center for Asian Languages (NRCAL)	(3)
Spring 2015	EDD 670E	Proposal Defense Preparation	(2)
Spring 2015	EDAD 597	Project (Supervision)	(1)
Spring 2015	Course Release	Ed.D. P-12 Coordinator	(1.5)
Spring 2015	Course Release	NSF Grant: Transforming Academic and Cultural Identidad through Biliteracy (TACIB)	(3)
Fall 2014	EDD 606	Specialized in Quantitatively Based Tools	(3)
Fall 2014	EDD 670D	Refining Research Questions	(2)
Fall 2014	Course Release	Ed.D. P-12 Coordinator	(1.5)
Fall 2014	Course Release	NSF Grant: Transforming Academic and Cultural Identidad through Biliteracy (TACIB)	(6)
Summer 2014	EDD 601	Methods of Research: Quantitatively Based Methods	(3)
Summer 2014	EDD 670C	Written Qualifying Examination	(2)
Spring 2014	EDD 670B	Connecting Research Questions to Scholarship in the Discipline	(2)
Spring 2014	Course Release	NSF Grant: Transforming Academic and Cultural Identidad through Biliteracy (TACIB)	(6)
Fall 2013	EDD 606	Specialized in Quantitatively Based Tools	(3)
Fall 2013	EDD 670A	Linking Research to Problems of Practice	(2)
Fall 2013	EDD 698	Independent Study	(2)
Fall 2013	EDD 699	Independent Study	(2)
Fall 2013	Course Release	NSF Grant: ADVANCE-IT	(3)
Summer 2013	EDD 699	Independent Study	(2)
Summer 2013	EDSC 535-50	Survey of Educational Research	(3)
Summer 2013	EDSC 535-70 (Grant)	Survey of Educational Research	(3)
Spring 2013	EDD 601	Methods of Research: Quantitatively Based Methods	(3)
Fall 2012	EDD 606	Specialized in Quantitatively Based Tools	(3)
Summer 2012	EDSC 535	Survey of Educational Research	(3)
Spring 2012	EDD 601	Methods of Research: Quantitatively Based Methods	(3)
Spring 2012	Course Release	Quantitative Research Methods Advisor for Ed.D.	(3)

<i>Spring 2012</i>	<i>Course Release</i>	<i>Coordinator for Faculty Development Center</i>	<i>(3)</i>
<i>Fall 2011</i>	<i>EDD 606</i>	<i>Specialization in Quantitatively Based Tools</i>	<i>(3)</i>
<i>Fall 2011</i>	<i>Course Release</i>	<i>Quantitative Research Methods Advisor for Ed.D.</i>	<i>(3)</i>
<i>Fall 2011</i>	<i>Course Release</i>	<i>Supported by Catalyst Center</i>	<i>(3)</i>
<i>Summer 2011</i>	<i>EDSC 535</i>	<i>Survey of Educational Research</i>	<i>(3)</i>
<i>Spring 2011</i>	<i>EDD 601</i>	<i>Methods of Research: Quantitatively Based Methods</i>	<i>(3)</i>
<i>Spring 2011</i>	<i>EDSC 320</i>	<i>Adolescence and Education</i>	<i>(3)</i>
<i>Spring 2011</i>	<i>Course Release</i>	<i>Supported by Catalyst Center</i>	<i>(3)</i>
<i>Fall 2010</i>	<i>EDSC 440S/F</i>	<i>General Pedagogy of Secondary School Teaching/ Supervised Fieldwork in Secondary Schools</i>	<i>(6)</i>
<i>Fall 2010</i>	<i>EDSC 320</i>	<i>Adolescence and Education</i>	<i>(3)</i>

At California State University, Bakersfield:

<i>Spring 2010</i>	<i>EDSE 508</i>	<i>Educational Psychology & Classroom Assessment in Secondary Education</i>	<i>(5)</i>
<i>Spring 2010</i>	<i>EDSE 505</i>	<i>Science Special Methods</i>	<i>(5)</i>
<i>Spring 2010</i>	<i>EDSE 501</i>	<i>Foundation of Secondary Education</i>	<i>(5)</i>
<i>Winter 2010</i>	<i>EDSE 508</i>	<i>Educational Psychology & Classroom Assessment in Secondary Education</i>	<i>(5)</i>
<i>Winter 2010</i>	<i>EDSE 505</i>	<i>Science Special Methods</i>	<i>(5)</i>
<i>Winter 2010</i>	<i>EDSE 501</i>	<i>Foundation of Secondary Education</i>	<i>(5)</i>
<i>Fall 2009</i>	<i>EDSE 508</i>	<i>Educational Psychology & Classroom Assessment in Secondary Education</i>	<i>(5)</i>
<i>Fall 2009</i>	<i>EDSE 505</i>	<i>Science Special Methods</i>	<i>(5)</i>
<i>Fall 2009</i>	<i>EDSE 501</i>	<i>Foundation of Secondary Education</i>	<i>(5)</i>

At University of California, Irvine:

<i>Spring 2010</i>	<i>EDU 173</i>	<i>Cognition and Learning in Educational Settings</i>
<i>Winter 2010</i>	<i>EDU 173</i>	<i>Cognition and Learning in Educational Settings</i>
<i>Winter 2010</i>	<i>EDU 307</i>	<i>Student Teaching in Secondary School</i>
<i>Spring 2010</i>	<i>EDU 173</i>	<i>Cognition and Learning in Educational Settings</i>
<i>Spring 2010</i>	<i>EDU 307</i>	<i>Student Teaching in Secondary School</i>

SCHOLARLY AND CREATIVE ACTIVITIES

Grants and Contracts:

Extramural Funding: Total \$17,158,608

01/01/2018 - 06/30/2018	<u>Principle Investigator.</u> <i>Vietnamese Literacy Development 2018</i> , Highline Public Schools. \$50,000
09/15/2016 - 05/31/2017	<u>Principle Investigator.</u> <i>Vietnamese Literacy Development 2016-17</i> , Highline Public Schools. \$70,000
09/01/2015 - 06/30/2016	<u>Principle Investigator.</u> <i>Vietnamese Literacy Development 2015-16</i> , Highline Public Schools. \$97,469
10/01-2014-9/30/2018	<u>Principle Investigator.</u> <i>National Resource Center for Asian Languages (NRCAL)</i> , U.S. Department of Education. \$709,564
09/01/2014-06/30/2015	<u>Principle Investigator.</u> <i>Vietnamese Literacy Development</i> , Highline Public Schools. \$62,500
08/01/2013-07/31/2016	<u>Co-Principle Investigator.</u> National Science Foundation, <i>Transforming Academic and Cultural Identidad through Biliteracy (TACIB)</i> . \$1,491,141
12/06/2011	<u>Co-Principle Investigator.</u> <i>Building Informal Science Institutions Capacity to Support Science Teaching through Professional Development</i> , Boeing Company. \$50,000
06/22/2011	<u>Program Evaluator.</u> <i>Evaluation of the CSUF Disciplinary Literacy Institute for Secondary Education (DLISE)</i> , Catalyst Center/CSUF. \$8,747
08/15/11 – 08/14/14	<u>Program Evaluator.</u> Increasing Workforce Diversity: Training Hispanic Students to Address Childhood Obesity and Nutrition, USDA/NIFA. \$277,500
2012	<u>Program Evaluator.</u> <i>Childhood Obesity and Nutrition Curriculum for a Changing Population</i> , U.S. Department of Agriculture. \$350,428
2011	<u>Program Evaluator.</u> <i>ASAM/CSUF-OCAPICA Civic Engagement Partnership to Serve Community Youth</i> , Southern California Edison-Diversity Initiative. \$25,000
2010-2011	<u>Co-Principle Investigator.</u> <i>Planning for a Robert Noyce Teacher Fellowship at CSUB</i> , National Science Foundation. \$74,977

- 2010 – 2015 Senior Personnel. *Central California Partnership for Teacher Quality Programs (CCP-TQP)*, U.S. Department of Education. \$12,611,598
- 2009 – 2014 Co-Principle Investigator. *California State University Bakersfield Robert Noyce Teacher Scholarship Program - Phase I*, National Science Foundation. \$899,684

Intramural Funding: Total \$27,321

- 03/21/2012- Principle Investigator. *Mindful Practice and Teacher Wellness*, Incentive Intramural Research Grant Program/CSUF. \$9,712
- 02/17/2011 Principle Investigator. *Parents' Perceptions of Science Learning in Out-of-School Settings*, Incentive Intramural Research Award/CSUF. \$6,109
- 2008-2009 Principle Investigator. *Parental Engagement in Students Out-of-School Science Related Activities*, Research Council of the University/CSU Bakersfield. \$5,000
- 2008 – 2009 Principle Investigator. *Pre-service Teachers' Perceptions About Teacher Misconduct*, Kegley Institute of Ethics Faculty Research Grants/ CSU Bakersfield. \$3,300
- 2006-2007 Graduate Student. *Graduate Student Travel Grant*, Department of Educational Leadership and Policy Analysis/University of Wisconsin, Madison. \$2,000
- 2006-2008 Graduate Student. *Wisconsin Spencer Doctoral Research Grant*. University of Wisconsin, Madison. \$1,200

PUBLICATION

Journal Articles, peer-reviewed:

1. Do, B.L., Linton, A., & **Tran, N.A.** (2018). Teaching Learners of Vietnamese Heritage: Applying Social Linguistic Knowledge to Science Teaching. *The Multilingual Educator*, (March). California Association for Bilingual Education. http://www.gocabe.org/wp-content/uploads/2018/05/Multilingual-Educator-2018W_References_v3.pdf
2. Murakami, E. & **Tran, N.A.** (2018). Editors Introduction. *Journal of School Leadership*, 28 (3): 292-293.

3. **Tran, N.A.**, Jean-Marie, G., Powers, K., Bell, S., & Sanders, K. (2016). Using Institutional Resources and Agency to Support Graduate Students' Success at a Hispanic Serving Institution. *Education Sciences*, 6, 28.
Doi:10.3390/educsci6030028.
4. Mackey, H. J. & **Tran, N. A.** (2015). Problematic Policy: Challenges and Opportunities for Addressing Systemic Equity Concerns. *eJournal of Education Policy*, (Special Issue on Moving Towards Justice Through Critical Analysis of Education Policy), Summer 2015, i-iii.
http://nau.edu/COE/eJournal/_Forms/speciss2015/Introduction/
5. **Tran, N. A.**, Behseta, S., Ellis, M., Martinez-Cruz, A., & Contreras, J. (2015). The effects of Spanish English dual language immersion on student achievement in science and mathematics. *eJournal of Education Policy*, (Special Issue: Moving Towards Justice through Critical Analysis of Education Policy), Summer 2015, 57-77. http://nau.edu/COE/eJournal/_Forms/speciss2015/Tran_et_al/
6. **Tran, N. A.** (2014). The role of mentoring in the success of women leaders of color in higher education. Special Issue on Advancing Women of Color in the Academy: Research Perspectives on Mentoring and Strategies for Success. *Mentoring and Tutoring*, 22 (4):302-315.
<http://www.tandfonline.com/doi/full/10.1080/13611267.2014.945740>
7. Rutherford, T., Burchinal, M., Farkas, G., Graham, J. D., Kibrick, M., Long, J.J., Richland, L., **Tran, N.A.**, Schneider, S. H., Duran, L., & Martinez, M. E. (2014). A randomized trial of an elementary school mathematics software intervention: Spatial-Temporal (ST) Math. *Journal of Research on Educational Effectiveness*, 7: 358-383. doi: 10.1080/19345747.2013.856978
8. Daly, A. J., Liou, Y. H., **Tran, N. A.**, Cornelissen, F., & Park, V. (2014). The rise of neurotics: Social networks, leadership, and efficacy in district reform. *Educational Administration Quarterly*, 50 (2): 233-278.
9. **Tran, N. A.**, Schneider, S., Duran, L., Conley, A. M., Richland, L., Burchinal, M., Rutherford, T., Kibrick, M., Osborne, K., Coulson, A., Antenore, F., Daniels, A., & Martinez, M. E. (2012). The effects of mathematics instruction using spatial temporal cognition on teacher efficacy and instructional practices. *Computers in Human Behavior*, 28 (2): 340-349.
10. **Tran, N.A.** (2011). The relationship between students' connections to out-of-school experiences and factors associated with science learning. *International Journal of Science Education*, 33 (12): 1625-1651.
11. Nathan, M. J., Atwood, A. K., Prevost, A., Phelps, L. A., & **Tran, N. A.** (2011). How professional development in Project Lead the Way changes high school STEM

teachers' beliefs about engineering education. *Journal of Pre-College Engineering Education Research*, 1 (1): 15-29.

12. Nathan, M. J., **Tran, N. A.**, Atwood A., Prevost, A. & Phelps, L. A. (2010). Beliefs and expectations about engineering preparation exhibited by high school STEM teachers. *Journal of Engineering Education*, 99 (4): 409-426.
13. **Tran N. A.** & Nathan, M. J. (2010) Effects of pre-engineering studies on mathematics and science achievement for high school students. *International Journal of Engineering Education*, (Special Issue on Applications of Engineering Education Research), 26 (5), 1049–1060.
14. **Tran, N. A.** & Nathan, M. J. (2010). Pre-college engineering studies: An investigation of the relationship between pre-engineering studies and student achievement in science and mathematics. *Journal of Engineering Education*, 99 (2): 143-157.

Book Chapters, refereed:

15. Zavala, M. & **Tran, N.A.** (2016). Negotiating identities, locations, and creating spaces of hope in advocating for students' of color in university settings. In L. J. Santamaría & A. P. Santamaría (Eds.), *Culturally responsive leadership in higher education: Praxis promoting access, equity and improvement* (pp. 93-105). New York, NY: Routledge Books.
16. **Tran, N. A.** (2014). A quiet transformation: Using mindfulness to transform oneself in the academy. In L. J. Santamaría, G. Jean-Marie, & C. Grant (Eds.), *Cross-cultural Women Scholars in Academe: Intergenerational Voices* (pp. 9-21). New York, NY: Routledge Books.
17. **Tran, N. A.** (2014). Call me by my true names: An emerging scholar's transformation within and outside the academy. In G. Jean-Marie, C. Grant, & B. Irby (Eds.). In G. Jean-Marie, C. Grant & B. Irby (Eds), *The duality of women scholars of color: Transforming and being transformed in the academy* (pp. 55-73). Research on Women and Education Series. Charlotte, NC: Information Age Publishing.
18. **Tran, N. A.** & Zavala, M. (2012). Is full-service community school useful in furthering equitable educational opportunity among majority-minority school populations? COUNTERPOINT. In C. J. Russo & A. G. Osborne (Eds.), *Debating Issues in American Education*. Thousand Oaks: SAGE.
19. Reed, L., **Tran, N. A.**, & Thomas, C. N. (2012). Does incorporating elements from popular culture such as hip-hop on school campuses help public schools serve diverse student populations? POINT. In C. J. Russo & A. G. Osborne (Eds.),

Debating Issues in American Education. Thousand Oaks: SAGE.

20. **Tran, N. A.**, Nathan, A. B., & Nathan, M. J. (2010). Hand matching vs. propensity score matching: An empirical comparison of results from a quasi-experiment. Wisconsin Center for Educational Research: Madison, WI. Available at http://www.wcer.wisc.edu/Publications/workingPapers/Working_Paper_No_2010_07.pdf

Book Review:

21. **Tran, N. A.** (2013). Evaluation in distance education and e-learning: The unfolding model. *Journal of Educational Administration*, 51 (1), 100-102.

Conference Proceedings:

22. Nathan, M. J., Atwood, A. K., Prevost, A. C., & **Tran, N. A.** (2011). Guidance counselors' beliefs and expectations about high school students' precollege engineering preparation. Proceedings of the 118th Annual *American Society of Engineering Education (ASEE)* 2011 (Paper no. AC 2011-316). Vancouver, BC, Canada.
23. Nathan, M. J., **Tran, N.**, Atwood, A., Prevost, A., & Phelps, L. A. (2009). High school teachers' beliefs about engineering preparation. *Proceedings of the American Society for Engineering Education (ASEE)* 2009. (Paper no. AC 2009-1715, pp. 1-20). Austin, TX: ASEE Publications.
24. Phelps, L. A., Nathan, M. J., Atwood, A., Prevost, A., & **Tran, N.** (2009). Changes in high school teachers' beliefs about engineering preparation: A quasi-experimental study. *Frontiers in Education (FIE)* 2009 (Paper no. 1428). San Antonio, TX: ASEE Publications.
25. Prevost, A., Nathan, M. J., **Tran, N.**, & Phelps, L. A. (2009). Integration of mathematics in pre-engineering: The search for explicit connections. *Proceedings of the American Society for Engineering Education (ASEE)* 2009. (Paper no. AC 2009-1790, pp. 1-27). Austin, TX: ASEE Publications.
26. Nathan, M. J., Oliver, K., Prevost, A., **Tran, N.**, & Phelps, L. A. (2009). Classroom learning and instruction in high school pre-engineering settings: A video-based analysis. Proceedings of the American Society for Engineering Education (ASEE) 2009. (Paper no. AC 2009-1577, pp. 1-23). Austin, TX: ASEE Publications. Austin, TX: ASEE Publications.
27. Nathan, M. J., **Tran, N.**, Phelps, L. A., & Prevost, A. (2008). The structure of high school academic and pre-engineering curricula: Mathematics. *Proceedings of the American Society of Engineering Education (ASEE)* 2008. (Paper no. AC 2008-2566: pp. 1-19) Pittsburgh, PA: ASEE Publications.

Other:

28. Drew, D. E. & **Tran, N. A.** (2011). *Evaluation Report, July 1, 2010-June 30, 2011: Fullerton MT² Project.*

Peer-reviewed presentations at international and national conferences

1. **Tran, N. A.**, Bryant, R., Nguyen, H., & Pham, D. (2017). *Building District-University Partnership to Advance Dual Language Immersion Program.* Paper to be presented at the 2017 annual conference of the California Association for Bilingual Education. Anaheim, California.
2. **Tran, N. A.**, Palafox, R., Nguyen, P., & Bolourieh, F. (2017). *Teachers' Perceptions' of Dual Language Immersion Program.* Paper to be presented at the 2017 annual conference of the California Association for Bilingual Education. Anaheim, California.
3. **Tran, N. A.**, Person, D., Bryant, R., Nguyen, P. Nguyen, H., & Tran, A. (2017). *The effects of dual language program on students' school interests and learning L1 and L2.* Paper presented at the 2017 annual conference of the National Association for Bilingual Education. Dallas, Texas.
4. Ellis, M. W., **Tran, N.A.**, Martinez-Cruz, A., Behseta, S., Abdoli, M. (2017). *The effects of a dual language program on students' interests in STEM education.* Paper presented at the 2017 annual conference of the National Association for Bilingual Education. Dallas, Texas.
5. Symposium: *Advancing Race and Ethnicity Research Methods Within Transcultural Spaces* (2015). Cosette M. Grant-Overton, University of Cincinnati Gaetane Jean-Marie, University of Louisville Brenda Lloyd-Jones, University of Oklahoma Hollie J. Mackey, University of Oklahoma Elizabeth T. Murakami, Texas A&M University San Antonio Anne Marie Nunez, University of Texas-San Antonio Lorri Michelle Johnson Santamaria, The University of Auckland, New Zealand, and **Natalie A. Tran**, California State University, Fullerton. Paper presented at the 2015 annual conference of the University Council for Educational Administration. San Diego, California.
6. Kyriakidis, O., Guajardo, M., Francis, L., & **Tran, N. A.** (2015). *The In-Between Spaces: Living, Working, and Learning Across Borders.* EDTalk will be presented at the 2015 annual conference of the University Council for Educational Administration. San Diego, California.
7. **Tran, N. A.**, Uribe, N., Glassey-Tranguyen, T., & Campbell, S. (2015). *A Case for Dual Immersion (With a Focus on Vietnamese).* Paper will be presented at the 2015 annual conference of the American Council on the Teaching of Foreign Languages. San Diego, California.

8. **Tran, N. A.**, Uribe, N., & Campbell, S. (2015). *Vietnamese English Dual Language Immersion: Opportunities and Challenges*. Paper presented at the 2015 Annual National Two-Way Bilingual Immersion Conference. Palm Springs, California.
9. **Tran, N. A.**, Cruz, L., Urrelo M., Tran, D., Carmona, S., Espahani, F., Shead, L., Borquez, J., & Ramos, G. (2013). *Cultivating Mindfulness in Education through Community-Based Partnership*. Paper presented at the 2013 annual conference of the University Council for Educational Administration. Indianapolis, Indiana.
10. Daly, A. J., Liou, Y. H., **Tran, N. A.**, Cornelissen, F., & Park, V. (2013). *The Rise of Neurotics: Social Networks, Leadership, and Efficacy in District Reform*. Paper presented at the 2013 annual conference of the University Council for Educational Administration. Indianapolis, Indiana.
11. Zavala, M. & **Tran, N. A.** (2013). *Negotiating Identities, Locations, and Creating Spaces of Hope in Advocating for Students of Color in University Settings*. Paper presented for presentation at the 2013 annual conference of the American Education Research Association. San Francisco, California.
12. Symposium: *Mentoring in Postsecondary Education: Strategies for Reducing Poverty and Increasing Success Among Women Leaders, Faculty, and Doctoral Students of Color in Academe* (2013). Cosette Grant, University of Cincinnati, Gaetane Jean-Marie, University of Oklahoma, and Sarah Ghee, University of Cincinnati, Hollie Mackey, University of Oklahoma, Brenda Lloyd-Jones, University of Oklahoma, Lorri J. Santamaría, University of Auckland, Nathalia Jaramillo, University of Auckland, **Natalie A. Tran**, California State University-Fullerton, Vita Jones, California State University-Fullerton, Anne-Marie Nuñez, University of Texas at San Antonio, Elizabeth Murakami-Ramalho, University of Texas at San Antonio. Paper presented at the 2013 annual conference of the American Education Research Association. San Francisco, California.
13. **Tran, N.A.**, McEligot, A., Steinberg, F., Chandler, L., & Pillazar, L. (2012). *Factors Influencing Undergraduate Students' Intentions to Pursue Careers in Health Sciences*. Southern California Public Health Association Conference. Los Angeles, California. December 2012.
14. Symposium: *Barrier Transcendence as Leadership for the Future: Women of Color Enacting Change and Advancement in Academic Careers for Educational Improvement* (2012). Lorri J. Santamaría, University of Auckland, Elizabeth Murakami, University of Texas, San Antonio, **Natalie A. Tran**, California State University- Fullerton, Cosette Grant, University of Cincinnati, Anne-Marie Nunez, University of Texas, San Antonio, Elizabeth Murakami, University of Texas, San Antonio. Paper presented at the 2012 annual conference of the University Council for Educational Administration. Denver, Colorado.

15. Symposium: *Applied Critical Leadership in the Academy: Infusing Critical Race Theory and Pedagogy into Higher Education Organizational Culture* (2012). Lorri J. Santamaría, University of Auckland, Cosette Grant, University of Cincinnati, Natalie A. Tran, California State University- Fullerton, Brenda Lloyd-Jones, University of Oklahoma, Anne-Marie Nunez, University of Texas, San Antonio, Elizabeth Murakami, University of Texas, San Antonio. Paper presented at the 2012 annual conference of the Association for the Study of Higher Education. Las Vegas, Nevada.
16. Bonsangue, M., Yopp-Edwards, R., Ellis, M., & **Tran, N.** (2012). *Cal State Fullerton Noyce MT2 Program*. Poster presented at the 2012 Science and Mathematics Teacher Imperatives (SMTI) National Conference. Alexandria, Virginia.
17. **Tran, N.A.**, Drew, D., Ellis, M., Yopp-Edwards, R., Matsuda, M., & Bonsangue, M. (2012). *Examining Teachers' Efficacy in Mathematics Teaching: A Pilot Study*. Presentation for the National Science Foundation Robert Noyce Teacher Scholarship Program Conference. Washington, D.C.
18. McEligot, A.J., Gonzalez, E., Chandler, L., Tran, N., Pillazar, L. (2012) *Comidas y Comunidades Saludables (CCS) - Healthy Foods and Communities* (abstract). USDA HSI Project Directors Meeting. Edinburg, TX. May 2012.
19. **Tran, N. A.**, Trevino, S., Galvez, R., Tran, S., Yee, J. A., Chanthaphasouk, L., Lacsamana, J., Milner, L., & Mejia, D. (2012). *Examining the Effects of School-Based Mentoring Program on Social Network Development Among Youth Over Time*. Paper presented at the 2012 American Education Research Association. Vancouver, British Columbia, Canada.
20. **Tran, N. A.**, Trevino, S., Tran, S., Galvez, R., Yee, J. A., Chanthaphasouk, L., Lacsamana, J., Milner, L., & Mejia, D. (2012). *The Effects of School-Based Mentoring Program on Students' Access to Information Regarding College Admission and Tuition and Fees*. Paper presented at the 2012 American Education Research Association. Vancouver, British Columbia, Canada.
21. Rutherford, T., Burchinal, M., Farkas, G., Graham, J. D., Kibrick, M., Long, J.J., Conley, A. M., Richland, L., **Tran, N.A.**, Schneider, S. H., Duran, L., & Martinez, M. E. (2012). *Evaluation of Spatial Temporal Mathematics: Main and Differential Effects on Standardized Test Scores*. Paper presented at the 2012 American Education Research Association. Vancouver, British Columbia, Canada.
22. **Tran, N. A.**, Gebauer, A., Hernandez, P., & Vizcarra, M. (2012). *A Summer Research-Based Program's Impact on Students' Attitudes Toward Science*. Paper presented at the 2012 National Science Teachers Association. Indianapolis, Indiana.

23. **Tran, N. A.**, Gebauer, A., Hernandez, P., & Vizcarra, M. (2012). *The Impact of Summer Research-Based Program on Students' Attitudes and Interests in STEM Related Disciplines*. Paper presented at the 2012 National Association for Research in Science Teaching. Indianapolis, Indiana.
24. McEligot, A.J., Gonzalez, E., Chandler, L., **Tran, N.**, Pillazar, L. (2011) Nutrition, Obesity and Policy in Hispanic Communities. USDA HSI Project Directors Meeting. Washington DC. November 2011.
25. Costa, V., DeCastro-Ambrosetti, D., Shand, K., **Tran, N.** & Cho, G. (2011). *Preparing STEM Digital Teachers and Teacher Educators*. Poster presented at the Association for the Advancement of Computing in Education (AACOE) 2011 World Conference on E-Learning, Honolulu, HI.
26. Duran, L., **Tran, N. A.**, Schneider, S. (2011). *The Effects of Mathematics Instruction Using Spatial Temporal Cognition on Teacher Beliefs and Expectations About Their Practice*. Paper presented at the American Education Research Association. New Orleans, Louisiana.
27. Rutherford, T., Graham, J. D., Kibrick, M., Burchinal, M., Lee, D. S., J. J. Long, Richland, L. E., Conley, A. M., Osborne, K., Schneider, S. H., Duran, L., **Tran, N. A.**, Coulson, A., Antenore, F., Daniels, A., Martinez, M. E. (2011). *Change in Standardized Test Scores in Response to an Individualized Math Intervention*. Paper presented at the American Education Research Association. New Orleans, Louisiana.
28. **Tran, N. A.** & Tran, H. T. (2010). *The Relationship Between Students' Out-of-School Time and Achievement in Science*. Paper presented at the Annual Conference of the University Council Educational Administration. New Orleans, Louisiana.
29. **Tran, N. A.** (2010). *Examining the Relationship Between Students' Connections to Out-of School Experiences and Learning Outcomes*. Paper presented at the Conference of the National Science Teachers Association. Kansas City, Missouri.
30. **Tran, N. A.**, Nathan, A., & Nathan, M. J. (2010). *An Empirical Comparison of Results Between Hand-Matched and Propensity Score Matched Groups in a Quasi-Experiment*. Paper presented at the American Education Research Association. Denver, Colorado.
31. **Tran, N. A.** (2010). *Teacher Candidates' Perceptions of Ethical Standards*. Paper presented at the American Education Research Association. Denver, Colorado.
32. **Tran, N. A.** (2010). *Examining the Relationship Between Students' Connections to Out-of-School Experiences and Learning Outcomes*. Proceedings of the

- National Association of Research in Science Teaching (NARST), Philadelphia, PA.
33. **Tran, N.**, Reed, L., Thomas, C. (2008). *Using Hip-Hop to Move toward Social Justice Leadership*. Paper presented at the 2008 Annual Conference of the University Council Educational Administration. Orlando, Florida.
 34. **Tran, N.** (2008). *The Connection Between Students' Out-of-School Experiences and Achievement in Science*. Harvard Graduate School of Education 2008 Student Research Conference. Cambridge, Massachusetts.
 35. Symposium: *Voice, Positionality and Background in Qualitative Research* (2007). Patricia F First, University of Arizona, **Natalie Tran**, University of Wisconsin-Madison, Dianne Hoff, University of Maine, Shaheen Shariff, McGill University, Patricia A Ehrensall, AIMS (NY). Paper presented at the 2007 annual conference of the University Council for Educational Administration. Alexandria, Virginia.
 36. **Tran, N.** & Fischer, J. (2007). *Instructional Practices in Charter Schools: A Lesson Outside the Classroom*. Paper presented at the 2007 Annual Conference of the American Education Research Association. Chicago, Illinois.
 37. Clifford, M., Millar, S., Hora, M., & **Tran, N.** (2006) *Magic or Mirror? Questions About Partnership as a Construct Arising from Micro-level Case Analysis*. Paper presented at the 2006 Math and Science Partnership Summit. Minneapolis/St. Paul, Minnesota.

Invited Presentations:

38. Bryant, R. & **Tran, N.A.** (2018). *Vietnamese Dual Language as Lever for Equity – A Plenary Session*. Summer Institute on Leadership for Educational Justice. University of Redlands, California.
39. **Tran, N. A.** (2012). *Research Design and Data Collection*. Presentation for the Vietnam Institute of Educational Sciences. Hanoi, Vietnam.
40. **Tran, N. A.** (2012). *Logic and Critical Thinking*. Training Program at International Education Institute Vietnam National University - Ho Chi Minh City. Ho Chi Minh City, Vietnam.
41. **Tran, N. A.** (2012). *Using Research to Inform Educational Policies and Practices*. Presentation for the California State University China Cultural Tour. Shanghai Normal University, Nanjing Normal University, and Beijing Normal University. China.

42. **Tran, N. A.** (2012). *Mindfulness in the Classroom*. Presentation for Leadership Conference at Shandin Hills Middle School. San Bernardino, California.
43. **Tran, N. A.**, Trevino, S., & Galvez, R. (2012). *Examining the Effects of School-Based Mentoring Program on Social Network Development Among Youth Overtime*. Presentation for C-REAL Round Table Hot Topic Discussion. Fullerton, California.
44. Bonsangue, M., Ellis, M., Yopp-Edwards, R., **Tran, N.**, & Matsuda, M. (2011). *Establishing and Nurturing Partnerships Between Institutions of Higher Education and the School Districts They Serve*. Presentation for the Quality Education for Minorities (QEM) Network for the Robert Noyce Teacher Scholarship Program Workshop. Albuquerque, New Mexico.

Professional Membership:

American Council on The Teaching of Foreign Languages (November 2014-Present)

American Educational Research Association (November 2007-Present)

1. *Division C, Learning and Instructions*
2. *Division H, Research, Evaluation, and Assessment in Schools*
3. *Science Teaching and Learning SIG*
4. *Out-of-School Time SIG*

National Association of Research in Science Teaching (February 2010- Present)

University Council Educational Administration (November 2008 - Present)

SERVICE

Professional:

Co-Editor

1. Journal of School Leadership, 2018– present

Editorial Board

2. Journal of School Leadership, 2014– present
3. Journal of Transformative Leadership and Policy Studies, January 2012 – present

Journal Reviewer

1. eJournal of Education Policy, 2015- present
2. Science Education, 2011- present
3. Journal of Pre-College Engineering Education Research (J-PEER), 2011- present
4. Computers in Human Behavior, December 2011- present
5. Journal of Math Education, 2010-present

Conference Proposal Reviewer

1. American Educational Research Association: Division C Executive Review Board for Section 1e (Engineering and Computer Science) (Spring 2012 – present)
2. American Educational Research Association, July 2009 – present
3. National Association of Research in Science Teaching, July 2009 – present
4. University Council for Educational Administration, August 2006 – present

Grant Proposal Reviewer

1. National Science Foundation – Robert Noyce Teacher Scholarship Program (April 2012 – present)

University:*Service to California State University, Fullerton, 2010 – present*

1. Search Committee Member for FDC Director, 2016
2. Search Committee Member for COE Research Grants Specialist, 2016
3. Search Committee Member for Dean of College of Education, 2016
4. Search Committee Member for Dean of University Extended Education and Associate VP for International Programs and Global Engagement, 2016
5. Faculty Development Center Board, 2015-2017
6. Department Personnel Committee for Asian American Studies Program, 2014-2015
7. Peer Teaching Evaluation for Asian American Studies Program, 2014-2015
8. University Strategic Planning Steering Committee, 2012 – 2013
9. Workshop Presentation for Course, 2013
10. Mentoring Graduate Student, 2012 – present
Sangeetha Carmona
Sean Bell
Helen Tran
11. Involving Graduate Students in Research (Research Assistants), 2010 – present
Sara Trevino
Gina Armendariz
Catalina Olvera
Sangeetha Carmona

Jessica Hernandez
Farzin Espahani

12. Involving Undergraduate Students in Research (Research Assistants), 2010 – present

Reina Galvez
Maija Urrelo

13. Advisory Board for IT-Catalyst ADVANCE program funded the National Science Foundation 2012 – present

14. Instructor for course, *Using Meditation to Enhance Your Personal and Professional Effectiveness*, sponsored by the University Business Institute, September 2012

15. China Seminar Delegation, June 2012

16. Founder of Mindful Mondays on Campus, 2011 – present

17. Catalyst Center for the Advancement of Research in Teaching and Learning Math and Science Member, 2010 – present

18. Participate in Credential Ceremony and Commencement, 2011 – present

19. Contributor to the Community Engagement Awards Reception at CSU Fullerton, 2011

20. Asian American Studies (ASAM) Program Council Member, 2010 – present

21. RACE Research and Writing Group Member, 2010 – present

22. Secondary Cooperative Teacher Education Program (SECTEP) Committee Member, 2009

Service to California State University, Bakersfield 2009-2010

18. Mentor undergraduate students, 2009 – 2010

Palmira Hernandez
Mark Vizcarra

19. Grant writing and development, 2009

20. Committee on Academic Requirements and Standards, 2009 – 2010

College:

21. NCATE Accreditation Assessment Committee, 2015
22. College of Education Leadership Council, 2015 – present
23. College of Education Technology Committee, 2015 – present
24. CREAL Advisory Board, 2015-2016
25. College Personnel Committee, 2013-2014
26. College of Education Strategic Planning Task Force, 2012-2013
27. Qualtrics Administrator, 2012 – 2015
28. Dissertation Committee Member (Doctorate), 2011 – present
 - Jennifer Cao* (Second Chair)
 - Anthony Mercado* (Chair)
 - Loan Wu* (Second Chair)
 - Debra Silverman* (Second Chair)
 - Kareem Savoy* (Chair)
 - Sangeetha Carmona* (Chair)
 - Craig Bertsch* (Second Chair)
 - Manuel San Miguel* (Chair)
 - Doug Domene* (Second Chair)
 - Michelle Le Patner* (Second Chair)
 - Craig Bertsch* (Second Chair)
 - Resma Kittrell* (Second Chair)
 - Trena Salcedo* (Second Chair)
 - Julie Hatchel* (Second Chair)
 - Jennifer Williams* (Second Chair)
29. Presenter at the Center for Research on Educational Access and Leadership (C-REAL) Research Colloquium Series, February 2013
30. Presenter for the Professional Development Session on SPSS for Educational Access and Leadership (C-REAL) staff, July 2012
31. Instructor for the Vietnam Higher Education Research Institute sponsored by the Center for Research on Educational Access and Leadership (C-REAL), April 2012
32. Presentation at the Center for Research on Educational Access and Leadership (C-REAL): Roundtable Hot Topic Discussion Series, February 2012
33. College of Education Task Force on Technology, 2011

34. Presentation at Council of Chairs Meeting, 2010

35. Presenter at CSET Preparation Workshop, 2010

Department:

Service to California State University, Fullerton

36. Ed.D. P-12 Coordinator

37. Department Personnel Committee, 2014-2015

38. Faculty Search committee 2014-2016

39. Revised Department Personnel Standards

40. Ed.D. Writing Tools Camp, 2014-present

41. Orientation Meeting for Ed.D. Students, 2012-present

42. Orientation Meeting for Master's Students, 2012

43. Interview Applicants for the Master's Program, 2011 – present

44. Evaluation of Comprehensive Examinations, 2011 – present

45. Assess the Teaching Performance Assessments, 2010

46. Classroom Observation of Colleague, 2010

47. Provide Letters of Recommendation for Students, 2010 – present

48. Secondary Education Graduate Committee, 2010 – present

49. Secondary Cooperative Teacher Education Program (SECTEP) Committee Member, 2010

Service to California State University, Bakersfield

50. Revised and developed the following courses for Teacher Education Department:
Foundations of American Education (online), *Educational Psychology*, and
Classroom Assessment, 2009 – 2010

Community:

51. On-going appearances in the media (interviews)
52. Partnership with School Districts to support development of Vietnamese language programs, 2014-present
53. VIET Foundation Co-Chair, 2015-present
54. Participate in Community Heritage Language Schools Events, 2013-present
55. Founder of Vietnamese American Education Advisory Council, 2012-present
56. Speaker for the Leadership Conference at Shandin Hills Middle School (San Bernardino, California), May 2012.
57. Facilitator of Partnership between University and Community, 2010 – 2011
58. Los Amigos Education Committee, 2010 – 2011
59. Speaker at Parent Workshops, 2010 – 2011

PROFESSIONAL DEVELOPMENT

1. Attend Quality Matters Training, 2015-present
2. Attend American Education Research Association Conference, 2007 – present
3. Attend National Association of Research in Science Teaching Conference, 2010 – present
4. Attend National Science Teachers Association Conference, 2010 – present
5. e-Learning Strategies Symposium, 2012
6. Enroll in Social Network Analysis offered by Coursera, 2012
7. Titanium Training provided by the Faculty Development Center, 2012
8. Peer Observation of Instruction, 2011
9. 4th Annual International Symposium Emerging Technologies for Online Learning, 2011

10. Institute of Education Sciences Summer Research Training Institute: Cluster Randomized Trials, 2011
11. American Educational Research Association Grants Program's Faculty Institute for the Teaching of Statistics with Large-Scale Data Sets, 2011
12. National Assessment of educational Progress Database Training Seminar, 2011
13. Social Network Analysis Training, 2010
14. National Science Foundation Day, 2011
15. National Center for Education Statistics Cooperative System Fellows Program, 2010
16. Summer Research Training Institute on Better Quasi-Experimental Design and Analysis, 2010
17. CSUF New Faculty Orientation, 2010 – 2011

ADMINISTRATIVE EXPERIENCE

2017-...

California State University Fullerton – Assistant Director

College of Education-National Resource Center for Asian Languages

6100 Nutwood Ave, Suite 610, Fullerton, CA 92831

Responsibilities:

- Community Engagement: Overview all events and projects and events on and off campus involving CSUF faculty, experts outside of CSUF, surrounding communities, public schools' teachers and administrators, community organizations and student organizations.
- Public Relations: Overview web design & CSUF compliancy, website updates, marketing materials, email lists, monthly Newsletters, social media (fb, tw, Insta) video/audio editing, press release, advertising, sponsorships, finding the right language resource person in the community etc
- Finances: Overview budget, federal grant management, accounting work (purchase order, check request, pcard reconciliations...), contracts, liability & release forms, travel requests, etc
- Events Planning: Organize professional development sessions for teachers or businesses. Organize community events (Writing Contest, Round Table, Intercultural Competency Seminar, World Languages & Careers Day). Dealing with approved vendors, presenters, participants, grant manager, accountants, HR, school administrators, teachers, policies and regulations...
- Human Resource: Payroll, posting jobs, internships, interview, hire, supervise and assess 6 student assistants with ASC's payroll system.

2003-2005

Mahidol University College of Music –Curriculum Director

25/25 Puttamonthon Sai 4, Salaya, Nakhonpathom, Thailand, 73170

Responsibilities:

- Create and implement a new curriculum for all four levels of Keyboard Class
- Coordinate and supervise instructors, exams and schedules

2002-2003

VanderCook College of Music- Executive Assistant (President Office)

3140 S. Federal St. Chicago, IL, 60613-3731

Responsibilities:

- Liaison between the College President to the other offices(deans, registrar, financial, technology, student etc.)
- Assist with accreditation, meetings, minutes, updating master schedule of events and database
- Maintain audio visual equipment, office supplies and equipment
- Supervise rentals of equipment, building, classrooms
- Execute faculty contracts, handbook

Jan-Aug 2002

Merit School of Music - Program Assistant off-site programs

47 W. Polk St. Chicago, IL, 60605

Responsibilities:

- Assist with an outreach program (during and after school) with 40 instructors, 2000 students, 32 schools, 50 concerts/year, an

annual budget of \$2M

- Organize two annual concerts: Chicago symphony Hall rental, 500K-12 students, 10 school buses, 20 instructors, 20 schools, 5 volunteers
- Maintain communication with school principals, teachers
- Plan rental of instruments, orders of scores, faculty contracts, schedules, absences, cancellations, substitutions
- Facilitate Public Relation office's work with fund raising events and special guests such as YoYo Ma and Midori

SKILLS

- **Learning Management Systems:**
 - Moodle, Populi
- **Languages:**
 - Fluent in writing and speaking Vietnamese, French and English.
 - Beginner in Thai, Spanish
- **Software, Internet Services, Website, Social Media:**
 - Camtasia video editing
 - Finale, Muscore, Smartmusic
 - Facebook, Twitter, Instagram, Eventbrite
 - MS Word, Excel, Powerpoint, Publisher
 - Adobe DC
 - Google Docs, Drive, youtube channel
 - Prezi, Dropbox
- **Apps:**
 - Adobe Spark, Epic Events, Metronome, Duolingo, Mango Languages, Voice, Quizlet ...
- **Intercultural Competence:**
 - Trained by the city of Dubuque (Jan 2015): Haas Institute, "Train the Trainer"

ACADEMICS - DEGREES

Degree or title	Date	Major	Institution
Doctorate	1998	Piano-Performance	University of Montreal
Masters	1992	Piano-Performance	University of Montreal
D.E.S.	1991	Music	Conservatory of Quebec in Montreal (<u>Diplôme d'Études Supérieures</u>)
First prize-Concours	1989	Piano	Conservatory of
Quebec in Montreal First prize-Concours	1981		Solfege
		"	
First prize-Concours	1981	Ear Training-Dictation	"
Performance diploma	1992	Piano	Royal College of Music,
London, England			

Sam Behseta Curriculum Vitae

Department of Mathematics
California State University Fullerton
Work Phone: (657) 278-8560
Fax: (657) 278-1392
email: sbehseta@fullerton.edu
webpage: <http://mathfaculty.fullerton.edu/sbehseta/>

Education:

2003 Ph.D.- Statistics, Carnegie Mellon University, Pittsburgh, Pennsylvania

1999 M.S. - Statistics, San Diego State University, San Diego, California

1992 B.S. - Statistics, National University, Tehran, Iran

Professional Experience:

Fall 2016 Director of the Center for Computational and Applied Mathematics (CCAM), California State University at Fullerton

Fall 2011 Professor of Mathematics at California State University at Fullerton

Fall 2008-2011 Associate Professor of Mathematics at California State University at Fullerton

Fall 2007-2008 Associate Professor of Mathematics at California State University at Bakersfield

Fall 2003-2007 Assistant Professor of Mathematics at California State University at Bakersfield

Editorial Work:

2014- Associate Editor for *Journal of American Statistical Association* (JASA) and *The American Statistician*.

2014- Advisory Editor for *CHANCE*.

2011-2014 Executive Editor of *CHANCE*.

2011-2014 Member of Committee on Publications (COP), American Statistical Association.

Selected Honors and Awards:

2017 Selected as a Fellow of the American Statistical Association: <http://news.fullerton.edu/2017sp/sam-behseta-honor.aspx>

2014 CSUF: Outstanding Research Award College of Natural Sciences and Mathematics.

Selected Publications:

2016 Zhou B., Moorman D., Behseta, S., Ombao H., and Shahbaba B. A Dynamic Bayesian Model for Characterizing Cross Neuronal Interaction During Decision Making, *Journal of the American Statistical Association*, **111**, 514, 459:471.

- 2015** Tran N., Behseta S., Ellis M., Martinez-Cruz A., Contreras J. The Effects of Spanish English Dual Language Immersion on Student Achievement in Science and Mathematics, *eJournal of Education Policy*, June 2015, 55-77.
- 2015** McEligot A., Behseta S., Cuajungco M., Van Horn J., Toga. A. Wrangling Big Data Through Diversity, Research Education and Partnerships, *California Journal of Public Health*, **13**, No 3, vi-ix.
- 2014** Shahbaba B., Zhou B., Ombao H., Moorman D.E., Behseta S. A Semiparametric Bayesian Model for Neural Coding, *Neural Computation*. **26**, No. 9, 2025-2051.
- 2012** Kottas, T., Behseta S., Moorman, D.E., Poynor, V., and Olson, C.R. Bayesian Nonparametric Analysis of Multiple Neuronal Intensity Rates. *Journal of Neuroscience Methods*, **203**, 241-253.
- 2011** Behseta S., Chenouri S. Comparison of two population curves with an application in neuronal data analysis. *Statistics in Medicine*, **30**, 1441-1454.
- 2011** McMillen T., Simen P., and Behseta S. Hebbian learning in linear-nonlinear networks with tuning curves leads to near-optimal, multi-alternative decision making. *Neural Networks*, **24**, 5, 417-426.
- 2010** Kottas, A., and Behseta, S. Bayesian Nonparametric Modeling for Comparison of Single-Neuron Firing Intensities, *Biometrics*, **66**, 277-286.
- 2010** McMillen, T., and Behseta, S. On the Effects of Signal Acuity in a Multi-Alternative Model of Decision Making, *Neural Computation*, **22**, 539-580.

External Funding:

- 2015** NIH Award Number: R25 MD010397-01 (PI:Archana McEligot), Big Data Discovery and Diversity through Research Education Advancement and Partnerships (BD3-REAP). Co PIs: **Sam Behseta**, Math Cuajuagnco, NSF Organization: Division of Research on Learning in Formal and Informal Settings (DRL). Total Amount: \$1,021,329.00.
- 2013** NSF Award Number: 1321339 (PI: Mark Ellis),Transforming Academic and Cultural Identidad through Bilinguality, Co PIs : **Sam Behseta**, Armando Martinez-Cruz, Natalie Tran, and Michael Matsuda, NSF Organization: Division of Research on Learning in Formal and Informal Settings (DRL). Total Amount: \$1,462,069.00.

CSU Funding:

- 2014** Promising Practices Introductory Statistics Course Redesign (proposed by **Sam Behseta** and Mori Jamshidian). Total Amount: \$70,516.00.

Selected Recent Service Activities:

- 2017** CSUF: Member of the search committee for Associate Vice President for Academic Operations.
- 2015** American Statistical Association: Chair of the search committee for the editor of CHANCE.
- 2015** CSUF: Member of the College of Natural Sciences and Mathematics Faculty Awards Committee.

ABBREVIATED RESUME

NAME: Dr. Jinghui “Jack” Liu

Full Professor of Chinese Studies
Coordinator of Chinese Studies Program

CONTACT INFORMATION:

Chinese Studies Program
Department of Modern Languages and Literatures
California State University - Fullerton
800 N. State College Boulevard, Fullerton, CA 92834-6870
Phone: (657) 278-2183; Email: jinghuiliu@fullerton.edu

EDUCATION

Degrees

2002-2005	Purdue University	Ph.D. Foreign Language Education
1999-2001	Eastern Illinois University	M.Ed. Educational Leadership

PRINCIPAL POSITIONS HELD

2016 ~ present	California State University, Fullerton Department of Modern Languages & Literatures	Full Professor
2011 ~ 2016	California State University, Fullerton Department of Modern Languages & Literatures	Associate Professor
2012	South East University, Nanjing, China	Visiting Researcher
2007 ~ 2011	California State University, Fullerton Department of Modern Languages & Literatures	Assistant Professor

Selected Honors, Grant and Awards

Community Service-Learning Research Grant

An Assessment Model for Measuring the Impact of Service-learning Pedagogy on Language Course Teaching,
funded by the Center of Internships and Community Engagements and the Office of University Research,
Initiatives and Partnerships
(Submitted: November 2013; Funded: January, 2014) at California State University - Fullerton.

Strategic Language Initiative (SLI) 2006-2013

A federally funded Summer Study Abroad Program of California State University Consortium,
(Participant as coordinator and faculty with Drs. Jutta Birmale, Frank Fata and Tim Xie etc.)
(Submitted: 2005; Funded: 2006-2013) at California State University – Long Beach.

Mini-grant for community-based research

Funded by the Center of Internships and Community Engagements and CSUF’s Office of University Research,
Initiatives and Partnerships (Submitted: November 2011; Funded: January, 2012).

CSU Wang Family Faculty Scholarship (\$10,000) for 2010-2011

Outstanding Service-Learning Instructor Award, California State University, Fullerton, 2007.

Selected Refereed Journal Articles (Published)

Zhu, Y., Shum, S.M., Tse, S. B., and Liu, J. (2016) Word-Processor or Pencil-and-Paper? A
Comparison of Students’ Writing in Chinese as a Foreign Language. *Computer Assisted
Language Learning*, 29(3), 596-617. Routledge Publications.

Liu, Jinghui. (2012). Curriculum Development of International Business with Language Concentration:
Results of a Seven-Year Study of an American Business Executive in China. *Journal of Global Business
Languages*, 17, 106-121.

Liu, Jinghui (2012). Creating Community Service Learning: Using Successful Experiences of College
Advanced Heritage Language Learners to help Young Heritage Language Learners of Chinese.
Quarterly Journal of Chinese Studies, 1, 9-19.

Liu, Jinghui (2011). Placement Test Development for Chinese Heritage Language Learners. *Journal
of the National Council of Less Commonly Taught Languages*, 10, 169-192.

Liu, Jinghui (2010). Assessing Students’ Language Proficiency: A New Model of Study Abroad
Program in China. *Journal of Studies in International Education*, 14(5), 528-544. Sage Publications.

Liu, Jinghui & Shibata, S. (2008). Why college students want to learn Asian languages: A comparative study
of motivational factors for the selection of Chinese, Japanese, Korean and Vietnamese. *Journal of the
National Council of Less Commonly Taught Languages*, 5, 33-55.

Working Paper

Liu, Jinghui. *Teaching Chinese Traditional Culture through Community Service Learning*

SETSUE SHIBATA

Department of Modern Languages and Literatures

California State University, Fullerton

Fullerton, CA 92834

Tel: (657) 278-5219

E-mail: sshibata@fullerton.edu

EDUCATION

Ph.D. (Foreign Language Education), University of South Carolina, Columbia, SC, USA.

B.A. (Education), Keio University, Tokyo, Japan.

RESEARCH INTEREST

Japanese pedagogical grammar, Japanese language education, Japanese as a heritage language, second language acquisition, language assessment.

ACADEMIC EMPLOYMENT

January – August, 2013 Visiting professor, Graduate School of Humanities, Seijo
University, Tokyo

2009-present Professor of Japanese, Dept. of Modern Languages and Literatures, CSUF

2004-2009 Associate professor of Japanese, Dept. of Modern Languages and
Literatures, CSUF

1998-2004 Assistant professor of Japanese, Dept. of Modern Languages and
Literatures, CSUF

1995-1998 Lecturer of Japanese, Dept. of Modern Languages and Literatures, CSUF

PUBLICATIONS (selected)

Book

Shibata, S., Yokota, T. (2016). *Exploring Japanese Literature: A Text for language Learners at Intermediate Level and Above*. Created Publishers Co. (2nd Edition).

ISBN: 978-1537745978.

Shibata, S., Yokota, T. & Morioka, A. (2011). *Japanese Literature for Japanese Language Learners*. Created Publishers Co. ISBN: 978-1466395961.

Book Chapters

Kataoka, H., Koshiyama, Y. and Shibata, S. (2008). Japanese and English language ability of students at supplementary Japanese schools in the U.S. In K. Kondo-Brown & J.D.

- Brown (Eds.), *Teaching Chinese, Japanese, and Korean Heritage Language Students* (pp. 47-76). London: Lawrence Erlbaum Associates/Taylor & Francis Group.
- Kataoka, H., Koshiyama, Y. and Shibata, S. (2008). Bilingualism of Japanese children at hoshuukoo in the U.S.]. In G. Sato and H. Kataoka (Eds.), *Bilingual children* (pp. 117-142). Tokyo: Akashi-shoten.
- Koshiyama, Y., Shibata, S., and Mori, Y. (2008). Learning environment of Language education of immigrant children in the U.S. In G. Sato and H. Kataoka (Eds.), *Truth of bilingualism* (pp. 94-116). Tokyo: Akashi-shoten.
- Shibata, S. & Koshiyama, Y. (2003). Japanese high school teachers' perspectives towards California Single Subject Teaching Credentialing in Japanese. In Y-H. Tohsaku (Ed.), *Comparative Study of Professional Development in the U.S. and Japan: Suggestions for Future of Japanese Language Education* (pp.51-58). Tokyo: Nihongo Kooiku Gakkai.

Refereed Journal Articles

- Shinozuka, K., Shibata, S. and Mizusawa, Y. (2017). Effectiveness of read-aloud instruction on motivation and learning strategy among Japanese college EFL students. *English Language Teaching*, 10 (4), 1-14.
- Shinozuka, K., Mizusawa, Y. & Shibata, S. (2014). Effectiveness of read-aloud instruction for introductory-level foreign language classes. *Media, English and Communication*, 53 (4), 161-179.
- Shibata, S. & Yokota, T. (2012). Content-based instruction: Teaching *haiku* and *waka* in Advanced Japanese class. *Journal of CAJLE*, 14, 31-53.
- Shibata, S. & Kataoka, H. (2011). Japanese proficiency of the children of international marriage: A comparative study. *Online Journal of Japanese Heritage Language*, Vol. 4. <http://www.aatj.org/SIG/heritage/ejournal/index.html>
- Kataoka, H. , Koshiyama, Y. & Shibata, S. (2004). Cognitive development of Japanese-English bilingual children, grades 1-9. *Journal of International Education* 2(1), 1-11.
- Shibata, S. (2004). The effects of Japanese heritage language maintenance on scholastic Verbal and academic achievement in English. *Foreign Language Annals*, 37(2), 224-239.
- Shibata, S. (2004). Influence of rater variables on college L2 writing assessment. *Journal CAJLE*, 43-56.
- Shibata, S. (2003). High and low achievers' choice for feedback options on computerized closed-exercises of Japanese particles. *Journal of CAJLE [Canadian Association of Japanese Language Education]*, 5, 56-68.
- Shibata, S. (2002). Integrating Computerized Kanji Learning Materials in

- Classroom: Effectiveness on Immediate Recall of Kanji Recognition and Reproduction Tasks. [32 paragraphs]. *Interpersonal Computing and Technology Journal [On-line serial]*, 8(1).
- Shibata, S. (2001). Opening a Japanese Saturday School in a Small Town in the U.S.: A Trial of Parents Teaching Japanese as a Heritage Language. *Bilingual Research Journal*, 24(4), 465-474.
- Shibata, S. & Koshiyama, Y. (2001). Social Influences in the Acquisition and Maintenance of Spoken Japanese as a Heritage Language. *Japan Journal of Multilingualism and Multiculturalism*, 7(1), 18-37.
- Koshiyama, Y. & Shibata, S. (2001). New Insights on Japanese Secondary School Teachers: Who They Are and How They Perceive Teaching Credentials. *Issues in Teacher Education*, 10(1), 39-56.

Research Report:

- Shibata, S. & Koshiyama, Y. (2014). Minami Karifornia de manabu kodomotachi no nihongo gakushu [Current situation of Japanese language education in Southern California]. In G. Sato (ed.), *Kaigaishijo kyikuno shintenkai ni kansuru kenkyuu purojekuto* [Research Reports of the project on Japanese language education in overseas] (pp. 97-107). Tokyo, Japan: Tokyo Gakugei University, Center for International Education.
- Kataoka, H., Koshiyama, Y. & Shibata, S. (2004, January). Executive summaries of studies in bilingualism. *Asahi Japanese School Report*.
- (2002). Report on CASTEL-J [Computer-Assisted Teaching Languages]. *TJSC [Teachers of Japanese in Southern California] Newsletter*, 27, 6-8.

Referred Conference Proceedings:

- (2014). Neuro-scientific approach of reading aloud in a foreign language classroom. Proceedings of the Association of Foreign Language Education.
- (2010). Nihon bungaku to nihongo gakushuu no yuugoo: Dokkai-ryoku wo sodateru gakushuu shidoo [New insight of instruction of reading comprehension and Japanese culture using Japanese literature]. *Proceedings of the International Conference of Japanese Language Education*. 45-55.
- (2002). Student's choice and preference for feedback options on computerized grammar exercises. *International Conference on Computer Assisted Systems for Teaching & Learning/Japanese*, Vol. 3. *Computer Technology and Japanese Language Education* (pp. 15-17). La Jolla, CA: University of San Diego.

- (2002). A suggestion to Education in Japan from the U.S. *El Neos*, 8(9), 88-89.
- (2001). The Current Status of California Single Subject Teaching Credentialing in Japanese. *Occasional Papers of the Association of Teachers of Japanese*, 4, 21-24.
- (2001). Using computers in kanji instruction: Effectiveness and influences on learning outcome and students' attitudes towards learning kanji. *Proceedings of the Association for Language Education and Technology, Japan*, 41, 192-196.

Refereed Conference Papers:

- (2015, September). Shinozuka, K., Mizusawa, Y. & Shibata, S. *Effectiveness of the Read-aloud Instruction Package and Its Influences on Motivation and Learning Strategy among Japanese EFL College Students*. Annual Conference of Media and Education. Aoyama Gakuin University, Tokyo, Japan.
- (2014, April). Shinozuka, K., Mizusawa, Y. & Shibata, S. *Shokyu eigo gakushuusha no tamen o ondoku-shidono kooka* [Effectiveness of Read-aloud Instruction for the Introductory Language Learners]. Annual Conference of Association of Japanese Language Education. Waseda University, Tokyo, Japan.
- (2012, August). *Teaching Literature in Advanced Japanese Classes*. Paper presented at the Annual conference of Canadian Association of Teachers of Japanese, Banff, Canada.
- (2011, April). *Students' attitudes towards kanji and their perceptions on kanji learning strategies: A longitudinal study*. Paper presented at the Annual Joint Conference Association of Asian Studies & Association of Teachers of Japanese. University of Hawai'i at Manoa, Honolulu, Hawai'i.
- (2010, August). *Nihon-bungaku to Nihongo-gakushuu no yuugoo: Dokkai-ryoku wo sodateru gakushuu shidoo* [New insight of instruction of reading comprehension and Japanese culture using Japanese literature]. Paper presented at the International Conference of Japanese Language Education. Taipei, Taiwan.
- (2009, March). *Teaching Japanese in Business Japanese Classes*. Paper presented at the Annual Conference of Association of Teachers of Japanese, Chicago, IL.
- (2009, March). *Japanese Language Proficiency and home language use among children of intercultural marriages and heritage speakers: Toward escape from common assumptions*. Paper presented at the Annual Conference of Association of Teachers of Japanese, Chicago, IL.
- (2004, November). *Linguistics characteristics of Japanese heritage speakers grades 1-9*. Paper presented for the Annual Conference of American Council Teachers of Foreign Languages (ACTFL). Chicago, IL.

- (2003, November). *Articulation of Japanese language classes from HS to College*. Paper presented at the Annual Conference of American Council Teachers of Foreign Languages (ACTFL). Boston, MA.
- (2002, November). *Identity and Language Development among Japanese Heritage Learners*. Paper presented at the Annual Conference of American Council Teachers of Foreign Languages (ACTFL). Salt Lake City, UT.
- (2002, July). *Student's Choice and Preference for Feedback Options on Computerized Grammar Exercises*. Paper presented at the Third International Conference on Computer Assisted Systems for Teaching & Learning Japanese. University of San Diego, CA.
- (2001, July). *Using Computers in Kanji Instruction: Effectiveness and Influences on Learning Outcome and Students' Attitudes towards Learning Kanji*. Paper presented at 41st Annual Conference of Japan Association for Language Education and Technology. Nagoya, Japan.
- (2000, November). *Teaching Japanese as a Heritage Language for the 21st Century: A Student's Perspective*. Paper presented at Annual Conference of American Council Teachers of Foreign Languages. Boston, MA.
- (1999, November). *Current Status of Teachers of Japanese in Southern California: A Survey Report*. Paper presented at Annual Conference of American Council Teachers of Foreign Languages. Dallas, TX.
- (1998, November). *Student Diversity and Language Learning: Selected Factors Related to Student Performance in Japanese*. Paper presented at Annual Conference of American Council Teachers of Foreign Languages. Chicago.

Other Professional and Creative Works (selected, 2014-2018)

- Listening exercise files for the upper-division Japanese courses (on-going project of NRCAL)
- Course packets for various Japanese courses, e.g., JAPN 307, 308, 310, 311, 408, 485T.
- Placement Test of Proficiency of Japanese for the transferred students.
- Japanese - *English Conversation in the First Year for Japanese Business People* [audio tapes and booklets]. Hemosa Beach, CA: Momentum International Inc.
- *On-line Computerized Kanji Learning Materials for Japanese 101*.

SERVICE (selected):

Professional:

➤ **Journal reviewer**

- Invited Journal Reviewer for *Journal of Japanese Literature, Culture and Linguistics*, edited by Association of Teachers of Japanese, 2017-2018.
- Invited Journal Reviewer for *Handout of Language Learning*, edited by Dr. Lisa Winstead, 2015-2016.
- AP Reading Scorer. College Board, Summer, 2014.
- AP Exam assessment reviewer (ETS, 2009-2011 and 2014)
- Journal and conference paper reviewer: CAJLE (2009, 2014), Association of Teachers of Japanese (2010), Journal of Heritage Language (2010, 2012), ACTFL (2011)

➤ **Journal editor**

- Journal Editor: Academic Exchange Quarterly (Spring 2012).
- **Invited Lecturer/Speaker:**
- Keynote Speaker. Teachers of Japanese in Southern California. (Title: Current issue in second language acquisition: New insights from the findings of neuro-scientific research). Sherman Oaks, CA., April, 2014.
- Invited Speaker. Seijo University Academic Lecture Series. (Title: Japanese as a heritage language in the U.S.). Seijo University, Tokyo, Japan, July, 2013.
- Invited Speaker. Current Issues of bilingualism. Keio University, Tokyo, Japan, July, 2013.
- Lecturer invited: Studies in Bilingualism. Asahi Japanese Weekend School, December 6-7, 2002.
- Presenter/Panelist: Workshop on Heritage Language Education at the Western Conference of Asian Studies Association. California State University, Long Beach. October 6-7, 2000.
- Panelist: Workshop on Business Japanese. Sponsored by JETRO (Japan External Trading Organization), Los Angeles. April, 1999.
- Panelist: Workshop on Teaching for the 21st Century: Technical Japanese, Distance Learning and Technology for Language Learning. University of Washington, Seattle, WA., September 13-14, 1996.
- Presenter/Panelist: Workshop on Learning Technology in the Classroom. California State University, Fullerton. October, 1997.

➤ **Workshop Organizer:**

- Organized several semi-annual workshops for Association of Teachers of Japanese in

Southern California.

University/College

- H & SS Assessment Committee, 2015
- FDC grant proposal reviewer, Spring 2011.
- H & SS Research & Grant Committee, 2005-2006 and 2006-2007 (Chair).
- Subject Matter Advisory Panel Committee for California Subject Examinations for Teachers (CSET), California Commission on Teacher Credentialing, March, 2003-2006.
- Faculty Hearing Panel (FHP) Committee, 2007-present.
- Campus Disciplinary Representative of Japanese for LDTP (Lower Division Transfer Patterns), CSU, 2005-2006.
- H & SS Scholarship and Award Committee, 2001-2003.

Department

- Coordinator of Japanese (2006 – 2017)
- Assessment Committee (2015 - 2017)
- Personnel Committee (2007-2017; Chair, 2012-2013, 2016-2017)
- Search Committees of Tenure-track position (FLED, TESOL, Vietnamese, Japanese, etc. Chair, 2013-2014 and 2015-2016)
- CSUF Foreign Language Council (2013-2014)
- International Business Committee (2014-present)
- Outreach Committee (2014-2015)
- Curriculum Committee, Dept. of Foreign Languages and Literatures, 1995-present (Chair, Fall 2001 –Spring 2002).
- Advisor, Japanese Student Association, CSUF (1995-present).
- Advisor for the Anime Club (2004-present).

Community:

- Organizer, Japan Cultural Festival for the 40th Anniversary of the Orange County Japanese Cultural Association, Fall, 2016.
- Selection Committee of Fullerton Cultural Ambassador to Fukui (Fullerton-Fukui Sister City Program), 2010-Present
- Search Committee of a tenure-track Japanese instructor for Fullerton College (2010), University of California, Riverside (2016), and San Antonio Community College

(2017).

- Interviewer/advisor of JET Program for Consulate General of Japan, 2008-Present
- Judge for annual speech content (sponsored by CSULA and the Japan Foundation), 2008-present
Chief Judge for CSULA Japanese Language Speech Content (sponsored by the Japan Foundation & Consulate General of Japan), 2008-2011
- Member of Board of Director, Asahi Japanese School (sponsored by Japan Ministry of Education), 1996-2007
- Organizer of Japan Culture Expo in Orange County, 2008-Present
- Translator/Interpreter of Japanese as needed in the community (volunteer-base), 1995-present.

Awards:

Faculty Recognition for Service, Fall, 2017

Faculty Recognition for Teaching, Fall, 2016

Faculty Recognition for Service, Spring, 2014

Faculty Recognition for Scholarly & Creative Activity, Spring, 2010

LINH KHANH NGUYEN

Department of Modern Languages and Literatures, California State University, Fullerton
800 N. State College Blvd., Fullerton, CA 92831 * (657) 278-7014 * linhknguyen@fullerton.edu

EDUCATION

Syracuse University

Ph.D. Cultural Anthropology	2016
M.A. Cultural Anthropology	2014

Hobart and William Smith Colleges

B.A. Sociology, <i>summa cum laude</i>	2007
Minor: Women's Studies	

TEACHING EXPERIENCE

Assistant Professor, Department of Modern Languages and Literatures, California State University, Fullerton	2016 –present
Teaching Assistant, Anthropology Department, Syracuse University	2007 – 2012
Vietnamese Language Program Instructor, Hobart and William Smith Colleges	2005 – 2007
Teaching Assistant, Sociology Department, Hobart and William Smith Colleges	2006

GRANTS AND FELLOWSHIPS

Pollak Library Collection Grant, California State University, Fullerton	2017
Dissertation Writing Award, Syracuse University	2015 – 2016
Bucerius PhD Scholarship in Migration Studies, Zeit-Stiftung Ebelin und Gerd Bucerius Foundation	2013 – 2015
Fieldwork Grants, Zeit-Stiftung Ebelin und Gerd Bucerius Foundation	2014 – 2015
Maxwell Dean's Summer Research Grants, Syracuse University	2008 – 2013
Roscoe Martin Research Grant, Syracuse University	2013
Maxwell Graduate Assistantship, Syracuse University	2012 – 2013
Maxwell Teaching Assistantships, Syracuse University	2007 – 2012
Salisbury International Internship Award, Hobart and William Smith Colleges	2006
Freeman Foundation Scholar, Freeman-ASIA	2004 – 2005

PUBLICATIONS

Nguyen, Linh. 2016, 'Women as Fish: Rural Migration and Displacement in Vietnam' in *Connected and Disconnected in Vietnam: Remaking Social Relations in a Post-socialist Nation*, edited by Philip Taylor, 109-140. Canberra: Australian National University Press. (peer reviewed)

Nguyen, Linh & Harris, Jack. 2009, 'Extramarital relationships, Masculinity, and Gender Relations in Vietnam.' *Southeast Review of Asian Studies*, vol. 31, 127-142.

CONFERENCES

"Why Not Marry a Korean Man: The Infrastructure of Transnational Marriages in a Global Asia," presented at the 5th Language, Society and Culture in Asian Contexts, Hue, Vietnam, May 2018

"The Importance of Vietnamese Language in Vietnam Studies," presented at the Vietnamese Language

Symposium, Davis, CA, March 2017

“Fishermen’s Movement: On the Terrestrial Bias of Mobilities studies,” presented at the Fifth International Conference on Vietnamese Studies, Hanoi, Vietnam, December 2016

“The Illness of Pride: Remittances, Expectations, and Suffering,” presented at New York Conference on Asian Studies: “Building Asia”, Utica, NY, September 2016

“Beyond Good and Bad: Morality and the Normalization of Transnational Marriages in Vietnam,” presented at the AAS-in-Asia Conference, Taipei, June 2015

“Maritime Immigration and Its Excluded World,” presented at the Cornell Southeast Asia Program’s 17th Annual Graduate Student Conference: “What’s hot in Southeast Asia,” Ithaca, NY March 2015

“Women as Fish: Morality and Rural Migration in Vietnam,” presented at the Vietnam Update Conference: “Connected and Disconnected in Vietnam,” Canberra, December 2014

“Immigrants to the Land: On the Border between the Sea World and the Land World,” presented at the Crossroads Asia Conference, Bonn, November 2014

“Fishermen are Stupid Men: The Social Immobility of Vietnamese Fishermen,” presented at the Settling into Motion Conference, Berlin, April 2014.

“Rice and Noodle: Extramarital Relationships and Gender Relations in Vietnam,” presented at the Asia Network Conference, Lisle, IL, March 2009

“Masculinity and Gender Relations in Vietnam” presented at the Third International Conference on Vietnamese Studies, Hanoi, November 2008

ACADEMIC EXPERIENCE

Vietnamese Program Coordinator, Department of Modern Languages and Literatures, California State University, Fullerton	2016 – present
Visiting Scholar, Southeast Asia Program, Cornell University	2014 – 2016
Director, Conflict Management Center, Syracuse University	2012 – 2013
Research Assistant, Sociology Department, HWS Colleges	2006

SERVICE AND VOLUNTEER WORK

International Studies Advisory Board, Cazenovia College	2016 – present
Saint Andrew’s Episcopal Church, Fullerton, CA	2017 – present
Tompkins Learning Partners, Ithaca, New York	2014 – 2016

HONORS AND AWARDS

Summa Cum Laude graduate of Hobart and William Smith Colleges	2007
High Honors in Sociology, Hobart and William Smith Colleges	2007
Phi Beta Kappa Honor Society, Hobart and William Smith Colleges	2007
Dean’s List, Hobart and William Smith Colleges	2005 – 2007
Irving Louis Horowitz Prize in Sociology, Hobart and William Smith Colleges	2006

LANGUAGES

Vietnamese: native
English: fluent

Mark G. Bilby, PhD, MSLIS, MA, MDiv
Senior Assistant Librarian of Scholarly Communications — Lecturer of Religious Studies
California State University, Fullerton — 800 N State College Blvd, Fullerton, CA 92831
mbilby@fullerton.edu — (657)278-4600

Education

M.S., Library and Information Science, 2015 (Drexel University)

Ph.D., Religious Studies, 2012 (University of Virginia)

Employment

Scholarly Communications Librarian (tenure-track faculty; 8/2016-present) & Lecturer (1/2018-present)
California State University Fullerton, Fullerton, California

- Scholarly Publishing: migrating faculty- and student-edited journals to Open Journal Systems, overseeing rebranding, layout redesign, copyright/licensing/permissions, managerial workflows (submission, review, copyediting, publishing), minting DOIs, formatting, and hosting
- Library Systems Admin: Websites, LibGuides, LibAnswers, Archive-It, Institutional Repository
- Collection Development: book selector, developed faculty input mechanism in Google Sheets

Digital Systems & Reference Librarian (full-time; 6/2014-8/2016)

Claremont School of Theology, Claremont, California

- Systems Admin for LibGuides, LibAnswers, Library websites, and contentDM dissertation repository; Thesis Secretary; PhD Exam Proctor; Internship Coordinator; Digital Preservation

Assistant Editor (8/2010-7/2012)

Point Loma Press, Point Loma Nazarene University, San Diego, California

- Layout/Copy Editor for the journal *Fides et Historia* and various monographs

Selected Publications

Bilby, Mark G., Michael Kochenash, and Margaret Froelich, eds. *Classical Greek Models of the Gospels and Acts: Studies in Mimesis Criticism*. Claremont, CA: Claremont Press, [forthcoming 2018].

Stanglin, Keith, Mark G. Bilby, and Mark H. Mann, eds. *Reconsidering Arminius: Beyond the Reformed and Wesleyan Divide*, co-edited with Keith D. Stanglin and Mark H. Mann. Nashville: Abingdon/Kingswood Books, 2014. [ISBN 978-1426796548](#)

Bilby, Mark G. *As the Bandit Will I Confess You: Luke 23, 39-43 in Early Christian Interpretation*, Cahiers de Biblia Patristica 13 (Strasbourg: Centre d'Analyse et de Documentation Patristiques, University of Strasbourg; Turnhout: Brepols, 2013). [ISBN 978-2503550497](#)

Bilby, Mark G. "Christendom Witnesses to the Martyrs: Modulations of the *Acta Martyrum* in Prudentius' *Peristephanon* vi," *Journal of Ecclesiastical History* 63.2 (April 2012): 219-35.
[doi:10.1017/S0022046911002612](#)

Selected Presentations

Panel Presenter, “DOI Generation in the CSU: CrossRef or Datacite?” LibraryIT Conference, Chico State University, Chico, CA, August 1, 2017.

Presenter, “A Digital Rebirth in Christian Apocrypha Studies: NASSCAL and the e-Clavis,” International Society of Biblical Literature Meeting, Seoul, South Korea, July 6, 2016.

Presenter, “Collaborative Student Research with Google Drive: Advantages and Challenges,” American Theological Library Association Annual Meeting, New Orleans, June 21, 2014.

Panelist, “Librarian as Co-Teacher: Information Literacy Embedded in Theology Courses,” American Theological Library Association Annual Meeting, New Orleans, June 19, 2014.

Digital Humanities Projects

Co-Founder and Editorial Board Member, *e-Clavis: Christian Apocrypha* (comprehensive bibliography of Christian Apocrypha research assembled and maintained by members of the North American Society for the Study of Christian Apocryphal Literature), <http://www.nasscal.com/e-clavis-christian-apocrypha/>

Selected Honors and Awards:

Graduate Student Mentorship Program (2017-2018): California State University, Fullerton, \$1000

Beta Phi Mu International Library & Information Studies Honors Society Member (2015): Sigma Chapter

Dean’s Fellowship (2013-2014): Drexel University, \$11250 over duration of program

Graduate Student Fellowship (2005-2006): University of Virginia, Full Tuition and Stipend

Graduate Teaching Assistant Fellowship (2002-2005): University of Virginia, Full Tuition and Stipend

Community Service

Judge, NHD-OC (National History Day, Orange County), Senior Group Websites, Orange County Department of Education, March 11, 2017; March 10, 2018

Languages

Coursework and proficiency in Classical Greek, French, German, Hebrew, Latin, Spanish, Syriac

Supportive parent of three children who attended Mandarin language immersion elementary school

Sarah Parramore, Education Librarian

Education

- 2010 *Master of Library Science, University of North Texas*
School Librarian concentration
- 2004 *Teaching Credential, Region 13 Educator Certification Program*
EC-4, ESL PreK-12
- 2001 *Bachelor of Arts, Theatre, Rhode Island College*

Professional Employment History

- 2017-Present *Education Librarian*
Pollak Library, California State University, Fullerton
Chair of the Donoghue Children's Literature Center and Coordinator for the Learning Resource Development Center and Curriculum Materials. Create and instruct lessons on information literacy for masters and doctoral students in the College of Education. Serve as the liaison to the College of Education and the Department of Theatre and Dance to prepare subject specific information literacy sessions, consultations, and collection development. Create course guides, subject guides and children's literature guides using Springshare LibGuides.
- 2012-2017 *Reference and Instruction Librarian*
Zayed University Library and Learning Commons, Dubai, UAE
Create and design coursework to teach information literacy classes to first-year students, College of Education and College of Art majors. Instruct and guide students in the use of databases, e-journals and e-books, as well as develop instructional materials to aid in comprehension on the use of resources. Administrator of LibAnswers online reference tool and LibAnalytics statistic gathering software which both help in analyzing data of library service and instruction. Design assessment tools to evaluate and enrich library collections, instruction, service and management processes
- 2011-2012 *English Medium Teacher*
Abu Dhabi Education Council, Al Ain, UAE
Selected engaging literature and delivered lessons using picture books, songs and poetry. Collaborated with Arabic teachers in a dual language classroom to deliver instruction in English and promote English language skills (100% ESL). Designed and developed age appropriate lessons incorporating English language into everyday situations and life skills. Monitored and assessed progress in English language development and organized delivery of progress reports. Used various methodologies and technologies to create lesson plans
- 2008-2011 *Librarian*
Manor Independent School District, Manor, TX
Provided collection development for elementary library in bilingual literature for EC-5. Designed and delivered story-time programming, information literacy, book talks and reader's advisory for primary and secondary students. Administered a beginning library budget with oversight for technology integration, purchasing, and supplier relations. Researched, analyzed and collaborated with colleagues to implement information support and enhancing curriculum development by

integrating information skills and technology into curriculum. Developed and maintained a well-organized catalog system ensuring easy access for students.

- 2005-2008 *Teacher-2nd and 3rd Grade*
Manor Independent School District, Manor, TX
Delivered instruction and assessment in all subject areas including science, social studies, mathematics, reading and writing (70% ESL) using classic and contemporary children's literature. Developed lesson plans as a team to ensure continuity across disciplines and schools utilizing state and district curriculum guidelines. Collaborated frequently with specialist teachers for reinforcement of key concepts in music, art and physical development. Created original resources and guides for support in teaching and learning. Implemented problem-based learning and technology including advisement and assessment.

Presentations

- 2017 Al Hosani, H., Barina, E., Juma, N., Parramore, S., VanderPol, D. (2017, November). *A picture is worth a thousand words*. American Library Association Sharjah International Book Fair, Sharjah, UAE.
- 2015 Parramore, S. (2015, July). *Starting from scratch: Building a library in a special needs school*. International Association of School Librarians Conference, Maastricht, The Netherlands.
- 2014 Parramore, S. (2014, November). *Solving the gender issue using QR codes*. American Library Association Sharjah International Book Fair, Sharjah, UAE.
- 2014 Parramore, S. (2014, October). *Empowering the student: Using mobile technology to enhance information literacy*. Lightning talk presented at the European Conference for Information Literacy, Dubrovnik, Croatia.
- 2014 Al Mehri, S., Parramore, S., Sakr, S., VanderPol, D. (2014, October). *How may I help you? : كيف استطيع مساعدتك؟ An exploration of dimensions within Arabic and North American cultures as they influence library interactions*. Best practices session presented at the European Conference for Information Literacy, Dubrovnik, Croatia.

Awarded Grants

- 2012 Start-up grant from Zayed University, "Adapting User-Friendly Systems in Arabic Children's Libraries"
- 2010 Laura Bush Foundation grant, used to support bilingual literature materials
- 2009 Donor's Choose, "I-pods in the library!", fully funded
- 2009 Christina B. Woll Memorial grant, used to increase graphic-novel collection

Professional Memberships

- 2017-Present Association of College & Research Libraries
- 2017-Present California Association of Research Libraries
- 2016-2017 Art Libraries Society of North America
- 2012-2016 International Association of School Librarianship
- 2010-Present American Library Association

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dtran2@ggusd.us
dtran@coastline.edu

Educational Experience:

June, 2013 DLTP5 External Test Reviewer Certificate, Defense Language Institute, Monterey, California
Sep 2000 Designated Subjects Adult Education Credential
Jan 1998 Master of Arts in Linguistics, California State University, Fullerton; TESOL Certificate, California State University, Fullerton
Apr 1997 California Basic Educational Skills Test (CBEST)
Aug 1996 Bachelor of Arts in Linguistics, California State University, Fullerton
Nov 1974 Certificate in Planning, Programming, and Budgeting Systems, US Army Institute of Administration, Fort Benjamin Harrison, Indiana
Jun 1974 Baccalaureate in Literature, Saigon
Nov 1972 Basic English Language Instructor Diploma, Defense Language Institute, San Antonio, Texas

Professional Experience

2013 – present DLPT5/External Test Reviewer, Defense Language Institute, Monterey, California
1997 – present Garden Grove Unified School District, ESL instructor, lead translator/interpreter; translation/interpretation trainer
2000 – present Vietnamese instructor, Coastline Community College
1998 – present Santa Ana College
1964 – present English-Vietnamese/Vietnamese-English translator
2004-2005 Vietnamese lecturer, UC Riverside
2002-004 Vietnamese lecturer, UCI
Spring 2002 Vietnamese lecturer, UCLA
Fall 1994 English Facilitator, English Distance Learning Program, Extended Education Program, California State University, Fullerton
1989-1991 English/Vietnamese speech trainer for Handicapped Children Program sponsored by the Government of the Netherlands, Saigon, Vietnam
1980-1991 English Instructor at the University of Ho Chi Minh City, and Teacher Training College in Ho Chi Minh City, Vietnam
1972-1975 Vietnamese/English Instructor, Armed Forces Language School, Saigon, Vietnam
1966-1970 Chief Translator/Interpreter and Information Assistant, US Information Services, (JUSPAO) Quang Tri, Vietnam

Language Proficiency

- Bilingual and bicultural in English and Vietnamese

- Knowledge of French, Chinese, Spanish

Special Skills

- In-service training for Vietnamese School-Community Liaisons, Garden Grove Unified School District on translation and interpretation
- English or Vietnamese language training, especially for persons with a speech disorder
- English into Vietnamese and Vietnamese into English translation
- Vietnamese literature, lexicography and etymology
- Course/VESL curriculum designing/dictionary compiler
- Vietnamese etymology

Publications

- **AUTHORED:**

I.- Published

1. *English-Vietnamese Handbook for Translator* (a textbook for college students specialized in English-Vietnamese/Vietnamese-English translation) published by Ho Chi Minh University Press Saigon, 1983
2. *English Pronunciation Lessons* (a handbook of English pronunciation) for EFL students published by HCM Books and Instructional Supplies Company, Saigon, 1984
3. *American English Phrases* (including phrases and sentences in daily conversation), World Graphics, 1994
4. *Forbidden English* (the most commonly used phrases of foul language frequently used by the entertainment industry and the media), World Graphics, 1995
5. *Ta Ve Ta Tam Ao Ta* (a book of Vietnamese proverbs) published by SHEN's in Acadia, California, 1998; Contact Shens or Amazon.com
6. *Vietnamese Idioms* (a bilingual –Vietnamese-English) Hon Viet Publisher, Midway City, 2001
7. *Introduction to Vietnamese Language and Literature* (a textbook being used for intermediate classes at Coastline Community College)
8. *Basic English Structure* (the most up-to-date comprehensive grammar book ever written by a Vietnamese for Vietnamese adults and Vietnamese ESL/EFL college students with detailed explanations and examples that enable the learner to get an insight of English structure and language usage.) 2005, *English Grammar Handbook*, 2nd edition
9. *Vietnamese for Busy People 1 & 2* published by Kendall Hunt Publishing Company, 2007
10. *Vietnamese Grammar Handbook* (a comprehensive reference handbook for heritage and non-heritage learners)
11. *Translators' Manual*, a comprehensive handbook that professional translators ought to possess, plenty of samples of great variety of topics for apprentice to practice. Key to the translation samples are available on www.tinhhoavietnam.net
12. *Vietnamese Idioms*, a collection of nearly 2000 Vietnamese idioms and their English equivalents, replete with explanations and examples in English and Vietnamese.

II.- To be published:

13. *American Slang* (a compilation of more than 1,500 entries of slang and their equivalent in Vietnamese)
14. *English Idioms* (a compilation of more than 2,000 idioms with their equivalent in Vietnamese)

15. *Dictionary of Abbreviations and Acronyms* (a compilation of more than 3,000 common abbreviations and acronyms)
16. *Vietnamese Folk Poetry* (a compilation of Vietnamese folk poetry with more than 400 poems ever made in original Vietnamese verses and annotations in English)
17. *Truyen Kieu chu giai* (a annotated edition of the famous poetical novel of Nguyen Du, a Shakespeare of Vietnam)

• **TRANSLATED:**

I.- From English into Vietnamese (all published):

1. *A Linguistic Guide to Language Learning* by Morton, 1972
2. *New English 900 Series*, 1984
3. *Follow Me to Britain Series*, 1984
4. *Follow Me To San Francisco*, 1985
5. *A Death in November* by Ellen J. Hammer, 1991
6. *Kennedy and Vietnam War* by John M. Newman, 1992
7. *Book of the Death* by W. Y. Darjeeling (from Tibetan into English), 1993
8. *In Retrospect* by Robert S. McNamara, 1995
9. *The Private Life of Mao Tse Tung* by Dr. Li Zhisui, 1995
10. *Foundation of Tibetan Mysticism* by Anagorika Lavinda, 1995
11. *John Paul II* by Tad Szulc 1995;
12. *A Soldier Reports* by William Westmoreland, 1996
13. *The Collapse of South Vietnam* by Cao Van Vien, 1996
14. *How to Sell Yourself* by Joe Girard, 1997

II.- From Vietnamese into English:

1. *The Yellow Ants* by Dinh Tien Luyen, (a children's story about two brothers' adventure) 1996
2. *Reminiscences of My Life* by Tran Du (a memoir of a successful businessman in Little Saigon), 1996
3. *History of the Catholic Church in Vietnam* (from 1530-1975) by Phan Phat Huon, CSsR, (an account of how Catholicism entered Vietnam, its growth as well as its vicissitudes in the course of Vietnam history) 1997
4. *The Vietnamese Art of Miniature Landscape*, (an original art of the Vietnamese as complicated as the Japanese bonsai) 1997
5. *My Third Homeland* by James Luu, (a story of a young man's escape from Vietnam, all ups and downs of his youth) 1998
6. *Rice Worshipping* by Duong Van Tham (a documentary research about Vietnamese tradition of worshipping the rice stalk, Fowler Museum, UCLA), 2000
7. *Vietnamese Communist Party Through Vicissitudes of the Communist International* by Nguyen Minh Can, (a tell-tale story of a former Vietnamese Communist Party member) 2001
8. *After the Doomsday* by Son Linh (edited and resived) 2004
9. *Black Gold*, by Nguyen Dung Tien, 2006
10. *Sentiments & Aspiration*, Nguyen Ninh Thuan, 2012
11. *My Story*, Tang Vinh Loc, Germany, 2018

Professional Activities, Voluntary Activities, Awards::

- to be provided upon request.

BIOGRAPHICAL SKETCH

KEY PERSONNEL NAME: Person, Dawn R.
POSITION TITLE: Professor, Educational Leadership & Director, Center for Research on Educational Access and Leadership

EDUCATION/TRAINING:

INSTITUTION AND LOCATION	DEGREE	Completion Date	FIELD OF STUDY
Slippery Rock University, Slippery Rock, Pennsylvania	BS	1977	Elementary & Special Education
Slippery Rock University, Slippery Rock, Pennsylvania	MED	1979	Special Education, Learning Disabilities
Columbia University, New York, New York	EDD	1990	Higher & Adult Education

A. PERSONAL STATEMENT:

My training and expertise span competencies for transformational leadership in higher education, educational research, administration and program coordination, as well as preparing the next generation of educational leaders. My experiences have breadth and depth in multiple aspects of education science, with a strong focus on evaluation research to identify evidence-based interventions and develop solutions to address systemic educational problems. My training in elementary and special education laid foundational understanding of diverse barriers and fundamental support services to positively affect change in P-12 to college and university pathway. As a result, I apply student development theory and counseling to contribute to the field of education by collaborating at the university level to establish programs and services to meet the needs of diverse students in higher education. I also founded the Center for Research on Educational Access and Leadership (C-REAL) to actively engage stakeholders to study and eliminate the opportunity gap, as well as prepare practitioner-researchers with the skills and experiences to affect change in their organization. As Principal Investigator and co-Investigator on several educational research projects I, exercise my passion for leading change in pedagogy by designing evidence-based, culturally competent and contemporary curriculum and instruction. My individual work, and collaborative projects have resulted in peer reviewed publications since 1992, and my expertise has contributed to successful grant awards and consultancy since 1991.

B. POSITIONS AND HONORS:

Positions

2008 - Professor, Educational Leadership, California State University Fullerton (CSUF)
 2008 - Coordinator, Higher Education Program, CSUF
 2008 - Director, Center for Research on Educational Access and Leadership, CSUF
 2001 - 2008 Professor of Student Development in Higher Education, California State University Long Beach (CSULB)
 2006 - 2008 Coordinator, Independent Doctoral Program, Community College Specialization, CSULB
 2002 - 2009 Co-Director, Joint Ed.D. in Educational Administration and Leadership, CSULB
 2002 - 2008 Coordinator, Community College Graduate Certificate Program, CSULB
 1997 - 2008 Coordinator of Student Development in Higher Education Specialization, CSULB
 1990 - 1997 Assistant Professor of Higher Education, Teachers College, Columbia University
 1993 - 1997 Co-coordinator of Student Personnel Programs, Teachers College, Columbia University
 1990 - 1993 Coordinator of Student Personnel Programs, Teachers College, Columbia University
 1985 - 1990 Assistant Dean of Academic Services, Lafayette College, Easton, Pennsylvania
 1981 - 1985 Director of Black Student Services, Colorado State University, Fort Collins, Colorado
 1980 - 1981 Outreach Counselor, Advisor, Black & International Students, Slippery Rock University
 1979 - 1980 Minority Affairs Coordinator, Slippery Rock University
 1978 - 1979 Human Relations Counselor, Slippery Rock University

Honors

- 2015 College of Education Honor an Educator Award, California State University Fullerton
2015 Inaugural Diversity Research Award, California State University Fullerton
2011 Dr. Cynthia S. Johnson Award for Mentoring, California State University Long Beach
2008 Region VI-Sandra Kuchler Excellence in Mentoring Award, National Association of Student Personnel Administrators
2007 Nominee, Outstanding University Professor, College of Education, CSULB
2002 Education Leadership Foundation Diamond Honoree, American College Personnel Association
1999 "Most Valuable Professor", CSULB

C. PEER-REVIEWED PUBLICATIONS OR MANUSCRIPTS IN PRESS

- Person, D., Rodgers, D., Sagehorn, R. & Tanjasiri, S. (In press). *A multi-faceted allied health education program for urban communities*. Journal of Higher Education Outreach and Engagement. University of Georgia. Athens, GA.
- Person, D. & Garcia, Y. (In press). Assessment of non-cognitive and informal learning. In J. Calvo de Mora & K.J. Kennedy. *Asia-Europe Education Dialogue*. Routledge. Abingdon, UK.
- Person, D. & Garcia, Y. (In press). Creating inclusive research practices. In D. Zerquera, I. Hernández, J.G. Berumen (Eds.), *New Directions for Institutional Research*. John Wiley & Sons: San Francisco, CA.
- Person, D., Kaveh, H., García, Y., & Carsey, T. (2017). *What leaders believe: Increasing educational attainment among urban youth*. *Urban Education*, 1-15.
- Person, D., Keeton, R., Medina, N., Gonzalez, J., Minero, L. (2017). Effectively Serving AB 540 and Undocumented Students at a Hispanic Serving Institution. *Journal of Hispanic Higher Education*. 1-17.
- Person, D., Dawson, R., Garcia, Y., Jones, A. (2017). *The intersectionality of gender and race Programs to support men of color in education*. In P. L. Eddy (Eds.), *New Directions for Community Colleges* (67-76). Jossey Bass: San Francisco.
- Locks, A. M., Person, D. R., Cuellar, M., Maduena, J., Schneider Castro, M. (2016). Racially and social economically diverse students' pathways to college: An expiration of Latin@ students. In P. Pasque, N. Ortega, J. C. Burkhardt, & M. P. Ting (Eds.), *Transforming understandings of diversity in higher education* (pp. 88-117). Sterling, VA: Stylus Publishing.
- Rabito, E. R., Hoffman, J. L., & Person, D. R. (2015). Supplemental Instruction: the effect of demographic and academic preparation variables on community college student academic achievement in STEM-related fields. *Journal of Hispanic Higher Education*, 14(3), 240-255.
- Person, D.R., Garcia, Y., Nguyen, K., Saunders, K., Fujimoto, E., & Hoffman, J.L. (2014). Increasing educational attainment and aspiration in an underserved community. *The Urban Review*, 46(1), 493-506.
- Rabito, Eric, Hoffman, John, & Person, Dawn. (2012). Supplemental Instruction on a Community College Campus: The Effect of Demographic and Environment Variables on Academic Achievement. *Journal of Applied Research in the Community College*, 20(1), 6-16.

D. OTHER SUPPORT

1. D18HP29033, U.S. Health Resources & Services Administration
09/01/2015-8/31/2018, North Orange County Allied Health Career Opportunity Program , Role: OP
2. P334A150189, Office of Postsecondary Education, U.S. Department of Education
2015-2022. Gaining Early Awareness & Readiness for Undergraduate Programs (GEAR UP) Anaheim
Role: OP
3. S141A150031, Office of Migrant Education, U.S. Department of Education
2015-2020 California State University, Fullerton High School Equivalency Program, Role: OP
4. D19HP25909, U.S. Health Resources & Services Administration
01/01/13-01/01/16, Advancing Health Equity and Diversity (AHEAD)
Role: OP

Position Descriptions for Project Personnel

Project Director - Natalie Tran

The project will be under the direction of Dr. Natalie Tran, College of Education, (PhD University of Wisconsin, Educational Leadership and Policy Analysis). Dr. Tran is a Professor in the Department of Educational Leadership and serves as Chair of the Department of Secondary Education. Dr. Tran was the founder of the Vietnamese American Education Advisory Council, which was created to seek input from the community to develop the Vietnamese degree program, credential pathway, and bilingual authorization at CSUF. Dr. Tran is also a heritage speaker of Vietnamese. Currently, she serves as the Director of NRCAL, 1 of 16 Language Resource Centers in the nation to support the teaching, learning, and research on less commonly taught languages. She also served as a Co-Principal Investigator for an NSF-funded project to develop Spanish-English dual language immersion curriculum and provide teacher training to improve math and science achievement among middle school, low-income Latino students. Dr. Tran has a strong record of publications focusing on evaluating the effectiveness of curriculum and services related to science, technology, engineering, and mathematics (STEM) education. These areas align with her methodological research interests that include hierarchical linear modeling, experimental design, quasi-experimental design, and survey studies. Working at the intersection of research, area studies, commitment to diversity, and public dissemination of knowledge, she understands the multiple roles necessary to be successful as the director of this project, and can lead the project to success.

Assistant Director - Dr. Bang Lang Do

In order to successfully carry out the project activities of NRCAL it is necessary that an Assistant Center Director be hired. The Assistant Director will be responsible for assisting Dr. Tran in the

community and school district activities as well as assist in the budget, reporting, and coordination of all project activities. The Assistant Director will be housed in the College of Education at California State University, Fullerton.

Project Coordinator (TBD)

In order to adequately provide services to the school district and community based partners, it is necessary that a Project Coordinator be hired. The Project Coordinator will be responsible for managing meetings, newsletters, social media, professional development, the coordinate the Intensive Summer Institutes.

Statistical Expert - Sam Behseta

CSUF Professor of Statistics, Dr. Behseta will provide support for the research design and act as the data analysis coordinator. He received his Ph.D. Statistics from Carnegie Mellon University. He was named as a 2017 Fellow of the American Statistical Association, a prestigious distinction for his professional contributions, leadership and commitment to the field of statistical science. Dr. Behseta is a frequent collaborator on projects of this nature because of experience with statistical modeling. Dr. Behseta will be the primary statistical faculty on the project and will provide statistical modeling services to the project.

Vietnamese Expert - Linh Nguyen

Dr. Linh Nguyen is an Assistant Professor in the Department of Modern Languages and Literatures CSUF. Dr. Nguyen is a specialist in Vietnamese and is the coordinator for the Vietnamese Program. Dr. Nguyen will be assisting Dr. Tran in order to produce and refine language materials for post-secondary language courses in Vietnamese. Dr. Nguyen will help to ensure all grammar and syntax of the materials is accurate and relevant.

Chinese expert - Jack Liu

Dr. Jack Liu is a professor of Chinese studies at CSUF and is the advisor for the International Business Concentration in Global Trade- China. Dr. Liu is a leading expert in Chinese studies. Dr. Liu will be responsible for assisting Dr. Tran in order to produce and refine language materials for post-secondary language courses in Chinese. Dr. Liu will help to ensure all grammar and syntax of the materials is accurate and relevant.

Japanese Expert - Setsue Shibata

Dr. Setsue Shibata is a professor of Japanese in the Department of Modern Languages and Literatures and is the Japanese International Business Advisor at CSUF. Dr. Shibata is a leading expert in Japanese materials, and language. Dr. Shibata will be responsible for assisting Dr. Tran in order to produce and refine language materials for post-secondary language courses in Japanese. Dr. Shibata will help to ensure all grammar and syntax of the materials is accurate and relevant.

Library and Online Materials Expert - Mark Bilby

Dr. Mark Bilby is a Senior Assistant Librarian and a lecturer in the Department of Religious Studies. Mark will be responsible for publishing resources that have been developed from the Community Literacy Project to the broader community.

Online Database Expert - Sarah Parramore

Sarah Parramore is a reference and instructional librarian for the Pollack Library at CSUF. Ms. Parramore is an expert in children's literature and library instruction. For this project, Ms. Parramore will be responsible for establishing an online database that includes an inventory of current resources in dual language immersion and corresponding literature.

Evaluator - Dawn Person

Dr. Dawn Person is the Director for the Center for Research on Educational Access and Leadership (C-REAL). Dr. Person has led the evaluation on dozens of education grants similar the NRCAL project. For her role Dr. Person will lead the evaluation with the various school districts and community partners. The evaluation will take place each year of the project

J. LUIS CORREA

46TH DISTRICT, CALIFORNIA

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SANTA ANA DISTRICT OFFICE

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Congress of the United States
House of Representatives
Washington, DC 20515

June 22, 2018

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SUBCOMMITTEE ON HEALTH

Carolyn Collins
Office of Post-Secondary Education
400 Maryland Avenue SW
Room 258-40
Washington, DC 20202

Subject: Letter of Support for the National Resource Center for Asian Languages

Dear Ms. Collins,

I write to express my strong support for the continued funding of the National Resource Center for Asian Languages (NRCAL) at California State University, Fullerton (CSUF). I believe that NRCAL's continued impact in the community, working to improve language instruction, and community connection will enhance student's learning opportunities, increase long term employment potential, and improve cultural competency for all in the region.

The NRCAL activities, now in its fourth year of operations continues to have support from local education stakeholders, preK-12 school districts, and community heritage language schools. In particular, our communities have benefitted greatly under the leadership of Dr. Natalie Tran. In fact, I recognized her as a member of the State Senate along with the Orange County Asian and Pacific Islander Community Alliance as a *Community Hero* honoree in 2014 to commend on her exemplary record of service to the Asian Pacific Islander community.

CSUF has long been a leader in the development of successful language programs that meet the needs of its students and the surrounding community. CSUF offers a minor degree in Vietnamese Language and Vietnamese Studies - the first of their kind in the nation. CSUF also offers degree in Japanese, minor in Chinese and courses in Korean. CSUF's establishments of Bilingual Authorization programs to address the shortage of bilingual teachers has been critically important to the surrounding community and the state as a whole, providing teachers with the language skills necessary to communicate with linguistically and culturally diverse students and their families.

As a 20-year elected representative of one of the most diverse communities in California, I encourage CSUF to continue its efforts through NRCAL. NRCAL is a shining example of the promotion of diverse cultures, and the enhancement of our collective abilities to improve education. For these reasons, I enthusiastically support the continued funding and work of the National Resource Center for Asian Languages at CSUF and respectfully ask for your support. Thank you for your attention to this important matter.

Sincerely,



J. LUIS CORREA
Member of Congress

UNITED STATES
HOUSE OF REPRESENTATIVES



June 21, 2018

EDWARD R. ROYCE
Thirty-ninth District-California

Carolyn Collins
Office of Post-Secondary Education
400 Maryland Avenue SW
Room 258-40
Washington, DC 20202

Dear Ms. Collins,

I am pleased to support California State University Fullerton's (CSUF) application for the U.S. Department of Education's Language Resource Grant. CSUF's program addresses the need to improve the nation's capacity for teaching Vietnamese, Korean, Chinese, Japanese, and Khmer through the National Resources Center for Asian Languages (NRCAL). With the unique focus on less commonly taught languages, NRCAL will improve teaching, learning, and research of Asian languages by drawing on the expertise of scholars, educators, and community stakeholders

CSUF demonstrates outstanding success in developing competence in these languages and NRCAL has done excellent work to support our diverse communities. CSUF took the lead in developing the first minor degree in Vietnamese Language and Studies, minor in Chinese, and courses in Korean. It also successfully established credential pathways and Bilingual Authorizations for Vietnamese, Mandarin, and Korean dual language immersion teachers.

CSUF's proposal recognizes a new and emerging trend, the need for community collaboration for teaching and learning foreign languages. NRCAL's projects integrate community resources and technology to develop literature, instructional materials, and assessment tools, provide training for language instructors, and create a network of teachers and learners. CSUF's strong commitment to serving diverse student populations, both at the local level and national levels, makes it an excellent institution to continue to house the NRCAL as they build on the success what CSUF and the Center have accomplished since 2014.

I request full and fair consideration of CSUF's Language Resource Grant grant application for continued funding of the NRCAL. Should you have any questions, please contact Alison Martin in my Brea office at (714) 255-0101.

Sincerely,

A handwritten signature in blue ink that reads "Ed Royce".

EDWARD R. ROYCE
Member of Congress

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AND MINERAL RESOURCES
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June 21, 2018

Carolyn Collins
Office of Post-Secondary Education
400 Maryland Avenue SW
Room 258-40
Washington, DC 20202

Subject: Letter of Support for the National Resource Center for Asian Languages

Dear Ms. Collins,

I am writing to express my support for full and fair consideration for the application from California State University, Fullerton (CSUF) for the National Resource Center for Asian Languages (NRCAL). NRCAL is a valuable resource not only for those in Orange County but all over the greater Los Angeles region including Long Beach in my District. NRCAL's commitment to improving language instruction, community connection to language, and improving cultural competency all improve the lives of community members who are traditionally underserved.

NRCAL now in its fourth year of operations continues to help bridge the divide between English speaking stakeholders, educators, and multilingual citizens we serve. Through the leadership of Dr. Natalie Tran, NRCAL has consistently provided high quality instruction and materials for K-12 districts and undergraduate programs across the country. Her work in connecting non-profit organizations with education and community leaders has helped to shed light on many of the issues Asian Language speakers must overcome every day.

This fact is especially true for the Cambodian population in Long Beach, the largest Cambodian community outside of Cambodia and a very underserved population. NRCAL has extended its language services to Khmer, a language spoken by many in my district. For the 20,000 Cambodian Americans in my District, having NRCAL as a resource will be invaluable in their efforts to support a multilingual community more effectively. I am honored and proud that NRCAL has recognized the need for this and has added Khmer as the fifth language that the Center will support to help move communities forward through language.

I could not be more proud to support California State University, Fullerton's NRCAL application.

Sincerely,

Alan Lowenthal
Congressman, 47th District



Office of the Provost and Vice President for Academic Affairs

P.O. Box 6850, Fullerton, CA 92834-6850

T: (657) 278-2614 F: (657) 278-5853

June 13, 2018

Carolyn Collins
Office of Post-Secondary Education
400 Maryland Avenue SW
Room 258-40
Washington, D.C. 20202

Subject: Letter of Support for the National Resource Center for Asian Languages

Dear Ms. Collins:

It is my pleasure to write this letter in support of the National Resource Center for Asian Languages (NRCAL) grant application directed by Dr. Natalie Tran from California State University, Fullerton (Cal State Fullerton). The proposal aims to continue the valuable and important work of improving the nation's capacity for the teaching of less commonly taught languages (Vietnamese, Korean, Chinese, Japanese, and Khmer). NRCAL strives to support the teaching and learning of these languages through curriculum development, professional development for teachers and language instructors, assessment tools, community engagement, and dissemination projects.

As a Minority-Serving Institution, Cal State Fullerton promotes an environment of academic success for our students, addresses the needs our communities, engages our faculty, and serves as an exceptional and cultural resource for our communities, all while promoting a global outlook.

I am confident that NRCAL will continue to be a powerful force for change not just at Cal State Fullerton but in the broader community. I fully support the efforts of Dr. Tran as she seeks continued external funding to support a program designed to have a positive impact on Asian American communities, improves language instruction that will enhance student's learning and cognition, increases employment opportunities, and initiates cultural competency.

I respectfully ask for your favorable consideration of this proposal due to its extremely positive impact in providing valuable resources to our campus and our community.

Sincerely,

Kari Knuston Miller, Ph.D.
Provost and Vice President for Academic Affairs



Lisa Kirtman, Ph.D.
Dean, College of Education
P.O. Box 6868
Fullerton, CA 92834-6868
657-278-4021

June 13, 2018

Carolyn Collins
Office of Post-Secondary Education
400 Maryland Avenue SW
Room 258-40
Washington, DC 20202

Subject: Letter of Support for the National Resource Center for Asian Languages

Dear Ms. Collins,

California State University Fullerton (CSUF) has long been a forward thinker in the field of education focused on inclusivity, multilingualism and cultural competency. This commitment to an inclusive education has led to the establishment of Bilingual Authorizations for Vietnamese, Mandarin, and Korean as well degree programs in Vietnamese (first in the nation), Mandarin, Japanese and courses in Korean. Perhaps the most shining example of CSUF's commitment to inclusivity is the National Resource Center for Asian Languages (NRCAL).

Now in its fourth year of operation, NRCAL, led by Dr. Natalie Tran, is a timely and valuable resource for education and community stakeholders across the country. NRCAL provides high quality instructional materials, professional development, research in less commonly taught languages, and community outreach. In recognition of the changing demographics, NRCAL will be expanding its language services to include Khmer, a language spoken by tens of thousands in the local region. This is evidence not only of NRCAL's commitment to serving the community, it also displays the connectivity that NRCAL has with the community, consistently listening to the needs of citizens and responding accordingly.

The College of Education at CSUF maintains a mission of providing a just, equitable, and inclusive education to all. NRCAL embodies this mission. As Dean of the College of Education, I could not be more proud of the efforts of Dr. Tran and NRCAL. I am pleased to support such a forward thinking Center. If you have any questions, please feel free to reach out to me directly.

Sincerely,

Lisa Kirtman, Ph.D.
Dean
College of Education



June 15, 2018

Carolyn Collins
Office of Post-Secondary Education
400 Maryland Avenue SW
Room 258-40
Washington, DC 20202

College of Humanities and Social Sciences
Office of the Dean
800 N. State College Blvd, H-211
Fullerton
T:657-278-3528 F:657-278-5898

Subject: Letter of Support for the National Resource Center for Asian Languages

Dear Ms. Collins,

I write this letter in support of the proposed grant to continue the activities of the National Resource Center for Asian Languages, and to express the College of Humanities and Social Sciences' commitment to collaborate with the College of Education here at California State University, Fullerton (CSUF).

The Department of Modern Languages and Literatures in the College of Humanities and Social Sciences offers diverse programs of language, cultural studies, linguistics, literature, and teacher education aimed at meeting the needs of today's diverse student populations. The Department offers B.A.s in Japanese, Spanish, and French, with minors in these languages as well as in Vietnamese, Chinese, German, and Portuguese. Courses are also available in Korean, Arabic, Italian, Latin, and Persian. The Asian American Studies Department in our College also draws on a wide variety of courses focusing on Asian American history, art, literature, politics, socio-economics, psychology and relations to other ethnic and sociopolitical groups.

One of the goals of the National Resource Center for Asian Languages, as proposed by CSUF, is to develop materials and resources for post-secondary languages courses. In addition, the Center will continue to provide opportunities for the faculty to collaborate with K-12 teachers and community-based organizations to strengthen language courses in various settings. These activities are not only important for the region but will have a great impact at the national level by providing resources for less commonly taught languages and bridging the gap between language courses taught in K- 12 and university classrooms.

I am pleased about the opportunity for CSUF to take the lead on such an important project and hope you find merit to fund this proposal.

Sincerely,

Dr. Sheryl I. Fontaine
Dean, College of Humanities and Social Sciences



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June 20, 2018

Carolyn Collins
Office of Post-Secondary Education
400 Maryland Avenue SW
Room 258-40
Washington, DC 20202

Subject: Letter of Support for the National Resource Center for Asian Languages

Dear Ms. Collins,

Westminster School District is honored to be a partner with the National Resource Center on Asian Languages (NRCAL) at California State University, Fullerton. Over the last four years, our teachers have reported satisfaction with the trainings and seminars they have received from NRCAL. The possibility of continued activities is exciting for our teachers and students.

Our school district is comprised of 3 middle schools and 13 elementary schools. We have a student population of 9,709 children and 537 certificated teachers. Our student demographics include 42% Hispanic, 40% Asian, 41 % English Learners, and 76% Socio-Economically Disadvantaged students. Our district has demonstrated a commitment to our English Learners.

Westminster School District was the first district in the state of California to establish the Vietnamese - English Dual Language Immersion program in 2015. The success of our program is largely attributed to the various partnerships, most noticeably with NRCAL. We look forward to our continued partnership with NRCAL to develop instructional resources and provide professional development for our teachers in dual language programs. These areas are critical as we plan to expand our Vietnamese -English Dual Language Immersion program to Preschool through Grade 3 beginning Fall 2018. In addition, we are excited to work with NRCAL to provide additional instructional support for our world language programs that are currently being offered in our middle schools.

Sincerely,

Myrlene Pierre
Asst. Superintendent, Educational Services
mpierre@wsdk8.us
714-894-7311 ext. 1032



Language Learning Department
Director- Dr. Kristin Percy Calaff
15675 Ambaum Boulevard Southwest
Burien, Washington 98166
highlineschools.org
206.631.3035

June 19, 2018

Carolyn Collins
Office of Post-Secondary Education
400 Maryland Avenue SW
Room 258-40
Washington, DC 20202

Subject: Letter of Support for the National Resource Center for Asian Languages

Dear Ms. Collins,

I am writing to express our support for California State University, Fullerton's application for the Language Resource Center grant to support the activities of the National Resource Center for Asian Languages (NRCAL).

In Highline Public Schools, we have made a commitment for all students to graduate bilingual and biliterate as part of our district's strategic plan. In our efforts to do this, we established the first Vietnamese-English Dual Language program in the state of Washington in 2013. Our ability to successfully support this program has been greatly strengthened through our partnership with NRCAL and their team of experts.

Our country has a great need to expand our capacity to educate tomorrow's leaders in a global society. It is our goal to prepare global citizens with the tools and knowledge to communicate with a wide array of individuals. Our dual language programs and professional development of teachers are helping us develop these strong global leaders. We believe the activities of NRCAL can help us accomplish this goal.

In addition, our Vietnamese dual language program provides a unique opportunity to engage with our Vietnamese community and develop the linguistic and cultural identity of our Asian-American students. Through the support of NRCAL, we will be able to further develop the linguistic and cultural knowledge of our teachers and students to serve as international ambassadors and leaders in global outreach.

We look forward to engaging in this work with California State University, Fullerton, and partnering with them to meet our district's strategic goals in developing the global leaders of tomorrow.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kristin Calaff", is written over a light blue horizontal line.

Kristin Percy Calaff, Ph.D.
Language Learning Director



GARDEN GROVE UNIFIED SCHOOL DISTRICT

10331 Stanford Avenue • Garden Grove, CA 92840-6353
Phone: (714) 663-6000 • Fax: (714) 663-6100

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June 22, 2018

Carolyn Collins
Office of Post-Secondary Education
400 Maryland Avenue SW
Room 258-40
Washington, DC 20202

Subject: Letter of Support for the National Resource Center for Asian Languages

Dear Ms. Collins,

The Garden Grove Unified School District is pleased to partner with the National Resource Center on Asian Languages (NRCAL) at California State University, Fullerton to strengthen our Vietnamese dual language and world language programs.

As a district committed to supporting a diverse student population and serving the largest number of Vietnamese American students in the country, we strongly endorse NRCAL's efforts to provide support for the research, teaching and learning of less commonly taught languages that not only includes material development and assessment but also focuses on providing professional development for teachers. Over the last 4 years our district has made strides to expand the Vietnamese language program by offering Vietnamese courses in all of our intermediate schools and high schools. In 2017, we launched the first Vietnamese-English dual language immersion in the district, second in the state of California. We are therefore, very excited about the opportunity for our Vietnamese dual language and world language teachers to participate in professional development and contribute to the NRCAL's effort in developing resources and materials.

The district is committed to working with NRCAL at CSUF to enhance our teachers' skills and knowledge to deliver effective instruction in Vietnamese language classes. GGUSD will cooperate with CSUF faculty to provide access to data collection within the Family Educational Rights and Privacy Act (FERPA) for research and evaluation purposes.

Sincerely,

Gabriela Mafi Ed.D.
Superintendent



June 19, 2018

Carolyn Collins
Office of Post-Secondary Education
400 Maryland Avenue SW
Room 258-40
Washington, DC 20202

Subject: Letter of Support for the National Resource Center for Asian Languages

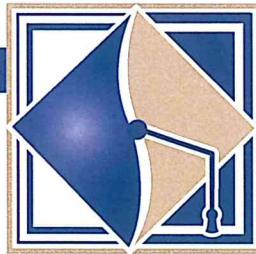
Dear Ms. Collins,

The Klein Independent School District (KISD) is committed to serving all students and providing the resources and support necessary for their success. KISD is a leader in serving diverse student populations. As the 12th most diverse district in the entire state of Texas, we welcome the opportunity to partner with organizations who also share a commitment to serving students from diverse cultural and linguistic backgrounds. The National Resource Center for Asian Languages (NRCAL) at Cal State University, Fullerton (CSUF) is a welcome partner in our mission to provide the very best language and culture curriculum to our students.

NRCAL, now in its fourth year of operations has a mission to improve the instruction of Asian Languages including Vietnamese, Chinese, Japanese, and now Khmer. For KISD this is especially exciting as the Asian population in our region continues to grow both economically and in size. Our district leadership has made it a priority to provide equitable educational opportunities by establishing the first Kindergarten Vietnamese-English dual language immersion program beginning Fall 2018, designed to inspire students of diverse backgrounds to become bilingual and biliterate. With the support and guidance provided by NRCAL, we believe we can continue to expand our language offerings to ensure that all students find a home in our district. As a partner with NRCAL, we are excited to be a part of the network to share best practices, models of success, and achievement outcomes.

We strongly support this proposal, and we are excited to work with NRCAL!

Sincerely,



June 19, 2018

Carolyn Collins
Office of Post-Secondary Education
400 Maryland Avenue SW Room 258-40
Washington, D.C. 20202

Subject: Letter of Support for the National Resource Center for Asian Languages

Dear Ms. Collins,

I am writing to express my strong support for the continuation of the National Resource Center for Asian Languages (NRCAL) at California State University, Fullerton (CSUF). Given our four-year track record of working collaboratively both within the school district and the community, I could not be more proud to support such important and timely work.

As a high school district, we have been very focused on college and career readiness, as well as learning and understanding world languages is a critical skill that is in high demand. Over the last four years, we have seen more and more students who speak Asian languages come into our classrooms and find a home at Anaheim Union High School District (AUHSD) due to the inclusivity and welcoming environment we are providing to our families. Because of the efforts of NRCAL we have students from all backgrounds who are exposed to and learning Asian Languages effectively while enhancing their understanding of their culture and heritage language.

We at AUHSD are always seeking out resources to allow more of our teachers to take part in professional development opportunities and other activities aimed at increasing the effectiveness and impact of our teachers. Through the leadership of Dr. Natalie Tran and the staff at CSUF, we continue to be able to provide our teachers more training and more exposure to world languages. We strongly support our continued partnership and the activities that NRCAL will provide as we offer our first Vietnamese World Language program in the district beginning Fall 2018! If you have any questions, please feel free to reach out to me directly. Thank you for your consideration.

Sincerely,



Michael B. Matsuda
Superintendent

SUPERINTENDENT'S OFFICE



BAN ĐẠI DIỆN CÁC TRUNG TÂM VIỆT NGỮ NAM CALIFORNIA
THE ASSOCIATION OF THE VIETNAMESE LANGUAGE & CULTURE SCHOOLS
OF SOUTHERN CALIFORNIA (TAVIET-LCS)
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E-mail: info@taviet.org - Website: www.taviet.org

June 19, 2018

Carolyn Collins
Office of Post-Secondary Education
400 Maryland Avenue SW
Room 258-40
Washington, DC 20202

Subject: Letter of Support for the National Resource Center for Asian Languages

Dear Ms. Collins,

The Association of the Vietnamese Language and Culture Schools of Southern California (TAVIET-LCS) is pleased to support California State University, Fullerton (CSUF) to apply for the renewal of the National Resource Center for Asian Languages (CFDA Number: 84.229A).

The Association of Vietnamese Language and Culture Schools of Southern California represents over 90 community Vietnamese Language and Culture Schools serving approximately 18,000 Vietnamese students, with 1,000 volunteer teachers. With the collective efforts, over the last three decades teachers have volunteered their time to provide instruction for Vietnamese language classes. Overtime, we have developed trainings for our teachers, textbooks for our classes, and various cultural activities for our students.

The National Resource Center for Asian Languages at CSUF will strengthen our work so that the Vietnamese language can now proliferate in a broader environment, this directly supports the three hours per week of Vietnamese language instruction currently offered at our community Language and Culture Schools. More importantly, the opportunity to learn heritage language further enhances communication between parents and students, a central goal of TAVIET-LCS.

The Association of the Vietnamese Language and Culture Schools of Southern California is pleased to support the renewal of National Resource Center for Asian Languages and we look forward to our continued partnership.

Sincerely,

Vu Hoang,
President, Association of Vietnamese Language and Culture Schools of Southern California

PR/Award # P229A180024
Page 6136

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Nguyễn Hoàng Dũng



KPA Khmer Parent Association
សមាគមបាតាបិតាខ្មែរ
1069 Cerritos Ave., Long Beach, Ca. 90813

khmerparent.org
mail:
P. O. Box 91955
Long Beach, Ca.
90809

June 20, 2018

Carolyn Collins
Office of Post-Secondary Education
400 Maryland Avenue SW
Room 258-40
Washington, DC 20202

Subject: Letter of Support for the National Resource Center for Asian Languages

Dear Ms. Collins,

The Khmer Parent Association is a community-based organization whose mission is to produce tomorrow's leaders of today's Khmer youth through higher education by providing tutoring, leadership development, scholarships, and health education to youth, women, and families. This commitment to our population extends from the classroom to the community. As such, we are constantly seeking for supportive and like-minded partners who can assist us in providing the best resources to support our community. The National Resource Center for Asian Languages (NRCAL) at Cal State University, Fullerton (CSUF) is one of those like-minded organizations and have the capacity to support the Cambodian community in creating resources that foster bi-literacy for students.

NRCAL has provided instructional materials, training, and support to organizations with a focus on language and culture in Vietnamese, Chinese, Korean, and Japanese. Now, NRCAL will be expanding its service to include the Khmer (Cambodian) language, a language spoken by tens of thousands in the country. Long Beach, California is home to the largest Cambodian community outside of Cambodia. Last year, in collaboration with NRCAL, the Khmer Parent Association developed and administered a community interest survey to assess the readiness and feasibility of establishing the first Khmer – English Dual Language Immersion Program in the country. The survey results indicate that parents, educators, and community stakeholders have expressed great interest and support in developing such a program. We look forward to our continued partnership with NRCAL in the next four years to help us build capacity by identifying resources to help us prepare for the future launch of such a program. By providing this extended level of service, NRCAL can continue to build bridges between communities in order to continue to eliminate the opportunity gap and provide an education to all communities regardless of disposition. In partnership with NRCAL we will do our part to disseminate information and direct businesses, school districts, and community members to the effort and activities supported by NRCAL. By doing so we will continue to create a model for how non-profit organizations and Universities can create an effective partnership. We are proud to support such an innovative project!

If you have any further question regarding this matter, please feel free to contact me via e-mail at misschan@khmerparent.org or by phone at 562-276-5888.

Sincerely,

Chan Hopson,
Executive Director

June 5, 2018

Dr. Julio Rodríguez
Director, National Foreign Language Resource Center
University of Hawaii at Manoa
Moore Hall 256
Honolulu, HI 96822

Dear Julio:

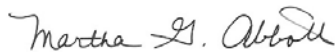
I am writing to express ACTFL's strong support for the TED Talk-style project which the Hawaii NFLRC proposes in collaboration with several other potential LRCs. This project will not only enhance the convention experience of professional language educators, but will also create valuable open resources in the form of public videos. Such resources can be used as instructional or informational materials that explore intersections between languages and diverse professional contexts. They will also serve as valuable resources to promote the value of the learning and teaching of world languages.

ACTFL is very pleased to provide modest in-kind support for this initiative, including: a) providing space to host the event on Saturday evenings of the ACTFL Annual Convention and World Languages Expo planned for 2019 (Washington, D.C.), 2020 (San Antonio, TX), and 2021 (San Diego, CA); and b) assisting in the promotion of the event in print convention materials and social media. As discussed, ACTFL will not charge for attendance to the event.

We thank you for collaborating with ACTFL and the other LRCs on this project and we look forward to successful results from the competition.

With best regards,

Martha G. Abbott



Executive Director
Martha G. Abbott

Dr. Natalie Tran
National Resource Center for Asian Languages (NRCAL)
California State University, Fullerton

June 7, 2018

Dear Natalie,

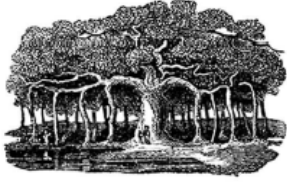
This is to confirm our commitment to partner with NRCAL to sponsor a TED Talk-style event at an upcoming ACTFL conference. As discussed, your LRC will provide funding for travel and a modest honorarium for a featured speaker. Similarly, the NFLRC commits support for logistics (professional videography, sound, slide design, event organization, and common website) as well as an additional featured speaker for the event.

We look forward to collaborating on this exciting opportunity to offer professional development and open materials for language educators.

Me ke aloha pumehana.



Julio C. Rodríguez
NFLRC Director



COTSEAL

Council of Teachers of Southeast Asian Languages

June 19, 2018

Carolyn Collins
Office of Post-Secondary Education
400 Maryland Avenue SW
Room 258-40
Washington, DC 20202

Subject: Letter of Support for the National Resource Center for Asian Languages

Dear Ms. Collins,

The Council of Teachers of Southeast Asian Languages (COTSEAL) is pleased to express its strong support for the proposal from Cal State University, Fullerton (CSUF) to continue the operations of the National Resource Center for Asian Languages (NRCAL). As an organization dedicated to ensuring that Southeast Asian Language (SEAL) teachers are trained and supported on language instruction and multiculturalism, we are proud to align ourselves with a noteworthy mission and organization.

COTSEAL was established more than 30 years based on the premise that providing SEAL teachers with the tools to better understand and serve their students was not only positive but necessary to the future success of students. Since then we have spent much of our efforts seeking out organizations to help support our large network of teachers across the nation. We believe that a partnership with NRCAL will not only expose us to new cohorts of teachers, we believe that it will also expose us to new models, new programs, and new methods of connecting teachers with students. The possibility of further improving our services is both exciting and timely as language programs continue to expand every day.

In collaboration with COTSEAL, NRCAL will host a professional development training for instructors teaching Southeast Asian Languages focusing on the integration of technology and community engagement. Working collaboratively, COTSEAL will assist NRCAL to disseminate the Center's activities and resources to its broader network. We are excited to provide our strongest support to NRCAL and looking forward to our partnership!

Sincerely,

Juliana Wijaya, PhD
COTSEAL President

1. PROJECT GOAL: To increase evidence-based research on dual language immersion program.

Performance Measure 1: Conduct research and disseminate findings on dual language immersion program.

Activities	Data/Indicators	Frequency	Data Source	Baseline	Y1	Y2	Y3	Y4
1a. Develop on average one manuscript per year (four by the end of the grant cycle) focusing on the results of the research on Vietnamese dual language immersion program including instructional practices used in dual language immersion programs, and its effects on student learning outcomes.	1ai. Number of students and teachers who completed the survey and assessments.	Annual	Surveys, interviews	0	1	1	1	1
1b. Disseminate results of the research to a broad audience through professional conferences (4 total).	1bi. Number of professional conference presentations.	Annual	Presentations at professional conferences	0	1	1	1	1
1c. Disseminate results of the research to a broad audience through scholarly publications (4 total).	1ci. Number of scholarly publications.	Annual	Publication	0	1	1	1	1

2. PROJECT GOAL: Increase the number of resources available to teach language courses in K-16 settings.

Performance Measure 2: Twelve resources and instructional materials in target Asian languages developed, published, and disseminated at professional development training and online by the end of the grant cycle.

Activities	Data/Indicators	Frequency	Data Source	Baseline	Y1	Y2	Y3	Y4
1a. Create a framework (scope and sequence) for the development of instructional materials in collaboration with heritage and K-16 schools.	1ai. Number of framework developed/identified in consultations with teachers, faculty, and experts.	Annual	NRCAL professional development seminars and records.	0	1	0	0	0
1b. Develop instructional materials for target Asian languages in K-16 settings.	1bi. Number of instructional materials developed.	Annual	NRCAL professional development seminars and intensive summer institute and records.	0	2	3	4	3
1c. Publish and disseminate final versions online and at professional development series for dual language and world language instructors of target language.	1ci. Number of instructional materials in target language available online for worldwide distribution.	Once – Year 4	NRCAL website	0	0	0	0	12

3. PROJECT GOAL: To enhance teachers' ability to teach world languages effectively.

Performance Measure 3: Increase by 15% annually the number of participants enrolled in professional development seminars and intensive summer institute for target languages.

Activities	Data/Indicators	Frequency	Data Source	Baseline	Y1	Y2	Y3	Y4
1a. Professional development for pre-service and in-service target dual language immersion teachers and world language K-12 teachers and language instructors through conferences.	1ai. Number of participants enrolled in professional development sessions increased by 15 %.	Annual	NRCAL conference records.	0	30	35	41	48
1a. Professional development for pre-service and in-service target dual language immersion teachers and world language K-12 teachers and language instructors through intensive summer institutes.	1ai. Number of participants enrolled in professional development sessions increased by 15 %.	Annual	NRCAL intensive summer institute records.	0	10	12	14	16

4. PROJECT GOAL: Strengthen community engagement for teaching and learning world languages.

Performance Measure 4: Increase by 5% annually the number of resources identified/developed in collaboration with community-based organization to support target languages.

Activities	Data/Indicators	Frequency	Data Source	Baseline	Y1	Y2	Y3	Y4
1a. Establish an online language education database, including an inventory of current resources.	1ai. Number of community resources available in the database.	Annual	NRCAL database	0	10	11	12	13
1b. Create a Community Literacy Project to generate resources for teachers and students teaching less commonly taught languages.	1bi. Number of resources developed	Annual	NRCAL records	0	10	12	14	16

Logic Model for NRCAL

<u>Program Inputs</u>	<u>Process/Activities</u>	<u>Short-Term Outcomes</u>	<u>Mid-Term Outcomes</u>	<u>Long-Term Outcomes</u>
<ul style="list-style-type: none"> • School district • College • Community organizations • School Leaders • Students • Teachers • Parents • Faculty • Funder • Community based organizations • Space for meetings and events • Existing language centers • Other dual immersion language programs 	<ul style="list-style-type: none"> • Curriculum, material, and resource development • Professional development • Support of community partners engaged in dual immersion efforts • Webinars and other resources 	<ul style="list-style-type: none"> • Qualitative & quantitative data available to assess effective instructional strategies of dual language immersion student learning outcomes • 5-7 participants will present at conferences 	<ul style="list-style-type: none"> • 80% of will report, and or demonstrate increased knowledge and confidence in teaching dual language immersion instruction. • 75% of participants will report an increase in their ability to integrate created instructional materials in their classes. • 80% of participants will report an increase in knowledge, confidence, and ability to teach language learning, scaffolding and linguistic structure. • 80% of training participants will report an increase in knowledge of less commonly taught languages and confidence in working with members of these communities in a culturally and linguistically responsive manner. 	<ul style="list-style-type: none"> • Increase the awareness and impact of world languages to both the local and the broader communities • Assessment tools made available through the program will be implemented in CSUF LCTL and LCTL classes nationwide. • Increase the awareness and impact of world languages to both the local and the broader communities. • K-12 school and colleges will have access to the online resources created and managed by the CSUF Library system.

NRCAL Organizational Chart

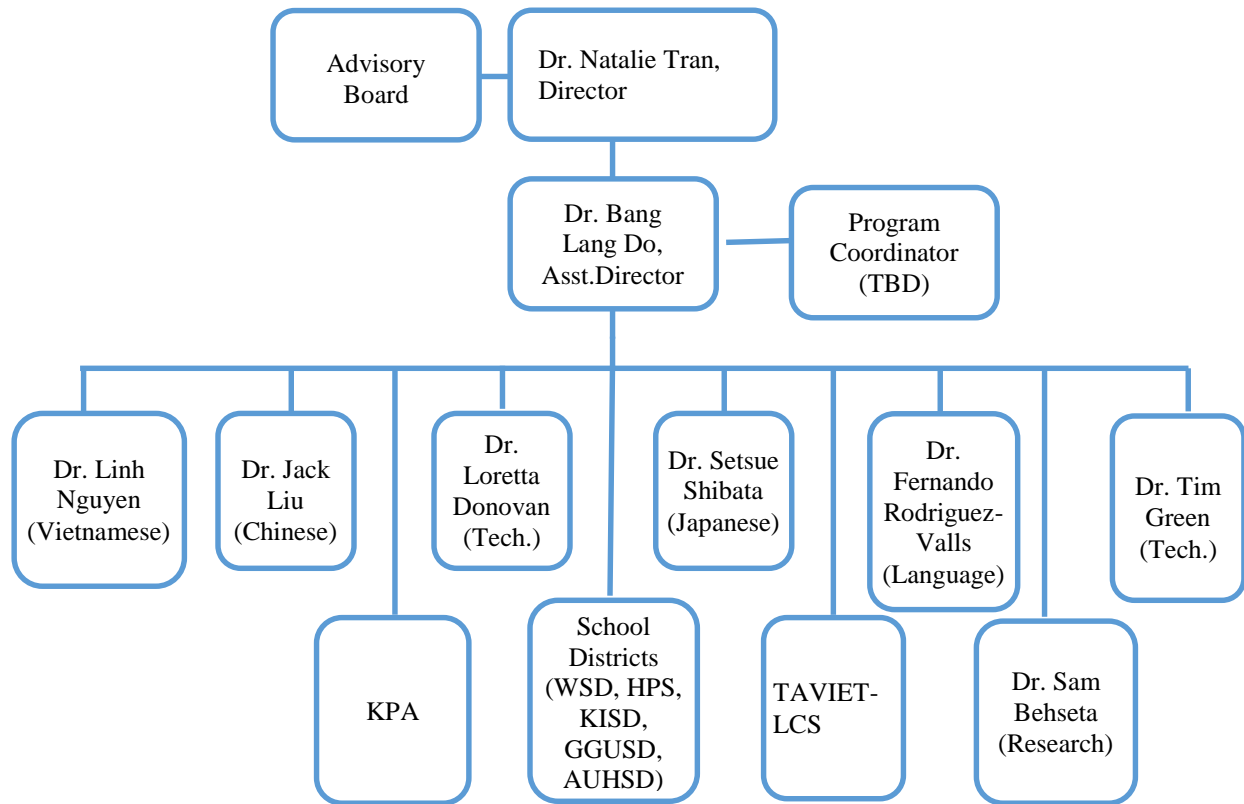


Table of Objectives Guiding Project Activities for FY 2018-2022

Goals	Objectives	Outcomes
1. Research on dual language immersion, including the integration of advanced educational technology	<p>1.1 Identify effective strategies for teaching dual language immersion programs.</p> <p>1.2 Investigate effectiveness of dual language immersion programs as they relate to student learning outcomes in K-2 settings.</p> <p>1.3. Disseminate findings on the effectiveness of dual language immersion programs as they relate to student learning outcomes in K-2 settings.</p>	<ul style="list-style-type: none"> • Qualitative data available to assess effective instructional strategies of dual language immersion. • Quantitative data available to evaluate the effectiveness of dual language immersion on student learning outcomes.
2. Develop and refine resources and teaching materials	<p>2.1 Create the scope and sequence for teaching Vietnamese from Pre-school through undergraduate.</p> <p>2.2 Develop instructional materials aligned to Common Core State Standards for K-2 dual immersion language instruction.</p> <p>2.3 Develop instructional materials aligned to Common Core State Standards for foreign language 7-12 instruction.</p> <p>2.4 Refine materials and implement for post-secondary language courses.</p> <p>2.5 Create a How-to-Guide for the implementation of Vietnamese Dual Language Immersion Program.</p>	<ul style="list-style-type: none"> • 80% of will report, and or demonstrate increased knowledge and confidence in teaching dual language immersion instruction. • 75% of participants will report an increase in their ability to integrate created instructional materials in their classes.
3. Provide professional development for teachers	<p>3.1 Professional development for in-service dual language immersion PreK-6 teachers annually and during intensive summer institutes.</p> <p>3.2 Professional development for in-service 7-12 world language</p>	<ul style="list-style-type: none"> • 80% of participants will report an increase in knowledge, confidence, and ability to teach language learning, scaffolding and linguistic structure.

Goals	Objectives	Outcomes
	<p>teachers annually and during intensive summer institutes.</p> <p>3.3 Professional development for K-12 pre-service dual language and world language teachers annually focusing on language learning, scaffolding, and linguistic structure.</p> <p>3.4 Symposium for community college language instructors teaching heritage language learners.</p> <p>3.5 Symposium for Southeast Asian (SEA) languages focusing on integrating technology and community engagement in collaboration with UCLA NHLRC and MSU CLEAR.</p>	<ul style="list-style-type: none"> 80% of training participants will report an increase in knowledge of less commonly taught languages and confidence in working with members of these communities in a culturally and linguistically responsive manner.
<p>4. Develop and apply assessment tools</p>	<p>4.1 Create benchmark assessments for Vietnamese dual language programs in collaboration with heritage and K-2 schools. (Year 3 & 4)</p> <p>4.2 Apply assessment tools and practices in K-2 Vietnamese dual language immersion classes. (Year 4)</p> <p>4.3 Develop and apply assessment tools and practices for world (foreign) language courses. (Year 3 & 4)</p>	<ul style="list-style-type: none"> Assessment tools made available through the program will be implemented in CSUF LCTL and LCTL classes nationwide.
<p>5. Collaboration and community engagement</p>	<p>5.1 Continue and refine World Languages and Careers Day to middle school and high school students (Year 4)</p> <p>5.2 Continue and expand the Community Literacy Project to</p>	<ul style="list-style-type: none"> Increase the awareness and impact of world languages to both the local and the broader communities.

Goals	Objectives	Outcomes
	<p>generate resources for teachers and students and provide technical support for those generating literature for less commonly taught languages, including Khmer. (Year 1 and Year 3)</p> <p>5.3. Publish resources that have been developed from the Community Literacy Project to the broader community (Year 1 & 3).</p> <p>5.4. TED Talk at ACTFL Conference focusing on the value of learning languages in collaboration with ACTFL and other LRCs.</p>	
<p>6. Disseminate knowledge, materials and resources</p>	<p>6.1 Establish an online database that including an inventory of current resources.</p> <p>6.2 Distribute quarterly newsletter on the research, teaching and learning of Asian languages</p> <p>6.3 Present at conferences</p> <p>6.4 Contribute to social media</p>	<ul style="list-style-type: none"> • K-12 school and colleges will have access to the online resources created and managed by the CSUF Library system. • 5-7 participants will present at conferences.

NRCAL Timeline of Project Activities (2018-2022)

Year 1 Activities (August 2018 - July 2019)

Activity	Start Date	End Date	Partners Involved
Leadership Team Meetings	October 2018	On-going, monthly	All
1.1 Research Instrument Identification	October 2018	January 2019	Tran, Do (CSUF)
1.2 Research Baseline Data Collection	October 2018	December 2019	Tran, Do, Behseta (CSUF)
2.1 Create the scope and sequence for teaching Vietnamese from Pre-school through undergraduate.	November 2018	May 2019	Tran, Do (CSUF) WSD, HPS, AUHSD, GGUSD, KISD, TAVIET-LCS
2.4 Refine materials and implement for post-secondary language courses.	January 2019	On-going	Nguyen, Liu, Shibata (CSUF)
3.1 Professional development for in-service dual language immersion PreK-6 teachers bi-annually and during intensive summer institutes.	November 2018	July 2019 (7-day summer institute - Korea)	Tran, Do, Rodriguez-Valls (CSUF), WSD, HPS, GGUSD, KISD, AUHSD
3.2 Professional development for in-service 7-12 world language teachers bi-annually and during intensive summer institutes.	November 2018	July 2019 (7-day summer institute - Korea)	Tran, Do, Rodriguez-Valls (CSUF), WSD, GGUSD, AUHSD
3.3 Professional development for K-12 pre-service dual language and world language teachers bi-annually focusing on language learning, scaffolding, and linguistic structure.	November 2018	April 2019	Tran, Do, Rodriguez-Valls, Byrom (CSUF)
5.2 Continue and expand the Community Literacy Project to generate resources for teachers and students and provide technical support for those generating literature for less commonly taught languages, including Khmer.	February 2019	Annually	Tran, Do, TAVIET-LCS, KPA
5.3. Publish resources that have been developed from the Community Literacy Project to the broader community.	May 2019	On-going	Tran, Do, Bilby
6.2 Distribute quarterly newsletter on the research, teaching and learning of Asian languages.	On-going, quarterly		Do (CSUF)
6.3 Present at conferences	On-going		Do (CSUF)
6.4 Contribute to social media	On-going		Tran, Do (CSUF)
Attend LRC Directors Meeting at ACTFL	Annually		Tran, Do (CSUF)

Year 2 Activities (August 2019 - July 2020)

Activity	Start Date	End Date	Partners Involved
Leadership Team Meetings	On-going, monthly		All
1.1 Identify effective strategies for teaching dual language immersion programs (Grade 1)	September 2019	May 2020	Do, Behseta (CSUF)
1.2 Investigate effectiveness of dual language immersion programs as they relate to student learning outcomes in K-6 settings (Kindergarten).	September 2019	July 2020	Tran, Do, Behseta (CSUF), WSD
2.2 Develop instructional materials aligned to Common Core State Standards for K-2 dual immersion language instruction.	August 2019	July 2020	Tran, Do (CSUF) WSD, HPS, GGUSD, KISD, TAVIET-LCS
2.3 Develop instructional materials aligned to Common Core State Standards for foreign language 7-12 instruction.	August 2019	July 2020	Tran, Do (CSUF) WSD, AUHSD, GGUSD
2.4 Refine materials and implement for post-secondary language courses.	August 2019	May 2020	Nguyen, Liu, Shibata (CSUF)
2.5. Create a How-to-Guide for the implementation of Vietnamese Dual Language Immersion Program (outline)	August 2019	July 2020	Tran, Bryant
3.1 Professional development for in-service dual language immersion PreK-6 teachers bi-annually and during intensive summer institutes.	November 2019	July 2020 (7-day summer institute - Japan)	Tran, Do, Rodriguez-Valls (CSUF), WSD, HPS, GGUSD, KISD,
3.2 Professional development for in-service 7-12 world language teachers bi-annually and during intensive summer institutes.	November 2019	July 2020 (7-day summer institute –Japan)	Tran, Do, Rodriguez-Valls (CSUF), AUHSD, WSD, KISD,
3.3 Professional development for K-12 pre-service dual language and world language teachers bi-annually focusing on language learning, scaffolding, and linguistic structure.	November 2019	July 2020 (7-day summer institute –Japan)	Tran, Do, Rodriguez-Valls, Byrom (CSUF)
3.4 Symposium for community college language instructors teaching heritage language learners.	November 2019	Annually	Donovan, Green (CSUF)
6.2 Distribute quarterly newsletter on the research, teaching and learning of Asian languages.	On-going, quarterly		Do (CSUF)
6.3 Present at conferences	On-going		Do (CSUF)
6.4 Contribute to social media	On-going		Tran, Do (CSUF)
Attend LRC Directors Meeting at ACTFL	Annually		Tran, Do (CSUF)

Year 3 Activities (August 2020 - July 2021)

Activity	Start Date	End Date	Partners Involved
Leadership Team Meetings	On-going, monthly		All
1.2 Investigate effectiveness of dual language immersion programs as they relate to student learning outcomes in K-2 settings.	September 2020	August 2021	Tran, Behseta (CSUF)
2.4 Implementation of instructional materials in K-2 classroom and post-secondary languages courses.	September 2020	On-going	Nguyen, Liu, Shibata (CSUF) WSD, HPS, GGUSD, KISD
2.5. Create a How-to-Guide for the implementation of Vietnamese Dual Language Immersion Program (chapters written)	August 2020	July 2021	Tran, Bryant
3.1 Professional development for in-service dual language immersion PreK-6 teachers bi-annually and during intensive summer institutes.	October 2020	July 2021 (7-day summer institute -Vietnam)	Tran, Do, Rodriguez-Valls (CSUF), WSD, HPS, GGUSD, KISD,
3.2 Professional development for in-service 7-12 world language teachers bi-annually and during intensive summer institutes.	October 2020	July 2021 (7-day summer institute –Vietnam)	Tran, Do, Rodriguez-Valls (CSUF), AUHSD, WSD, GGUSD
3.4 Professional for community college language instructors teaching heritage language learners.	October 2020	Annually	Donovan, Green (CSUF)
3.5 Symposium for Southeast Asian (SEA) languages focusing on integrating technology and community engagement in collaboration with UCLA NHLRC and MSU CLEAR.	October 2020		Donovan, Green (CSUF)
4.1 Create benchmark assessments for Vietnamese dual language programs in collaboration with heritage and K-2 schools.	August 2020	May 2021	WSD, HPS, KISD, GGUSD
4.3 Develop and apply assessment tools and practices for foreign language courses.	September 2020	May 2021	WSD, GGUSD, AUHSD
5.2 Continue and expand the Community Literacy Project to generate resources for teachers and students and provide technical support for those generating literature for less commonly taught languages, including Khmer.	February 2021	Annually	Tran, Do, TAVIET-LCS, KPA
5.3 Publish resources that have been developed from the Community Literacy Project to the broader community.	May 2020	On-going	Tran, Do, Bilby
6.2 Distribute quarterly newsletter on the research, teaching and learning of Asian languages.	On-going, quarterly		Do (CSUF)
6.3 Present at conferences	On-going		Do (CSUF)
6.4 Contribute to social media	On-going		Tran, Do (CSUF)
Attend LRC Directors Meeting at ACTFL	Annually		Tran, Do (CSUF)

Year 4 Activities (August 2021 - July 2022)

Activity	Start Date	End Date	Partners Involved
Leadership Team Meetings	On-going, monthly		All
1.3 Write up the effectiveness of dual language immersion programs as they relate to student learning outcomes in K-2 settings.	September 2021	August 2022	Tran, Behseta (CSUF)
2.4 Implementation of instructional materials in K-2 classroom and post-secondary languages courses.	September 2020	On-going	Nguyen, Liu, Shibata (CSUF) WSD, HPS, GGUSD, KISD
2.6. Publish a How-to-Guide for the implementation of Vietnamese Dual Language Immersion Program.	May 2022		Tran, Bryant
3.1 Professional development for in-service and pre-service dual language immersion PreK-6 teachers bi-annually and during intensive summer institutes.	October 2021	June 2020 (1-day summer institute)	Tran, Do, Rodriguez-Valls (CSUF), WSD, HPS, GGUSD, KISD,
3.2 Professional development for in-service 7-12 world language teachers bi-annually and during intensive summer institutes.	October 2021	June 2022 (1-day summer institute)	Tran, Do, Rodriguez-Valls (CSUF), AUHSD, WSD, GGUSD
4.2 Apply assessment tools and practices in K-2 Vietnamese dual language immersion classes.	September 2021	May 2022	WSD, HPS, KISD, GGUSD
5.1 Continue and refine World Languages and Careers Day to middle school and high school students.	November 2021		Do, Rodriguez-Valls, (CSUF) AUHSD, WSD, GGUSD
5.2 Continue and expand the Community Literacy Project to generate resources for teachers and students and provide technical support for those generating literature for less commonly taught languages, including Khmer.	February 2022	Annually	Tran, Do, TAVIET-LCS, KPA
5.4. TED Talk at 2021 ACTFL Conference focusing on the value of learning languages in collaboration with ACTFL and other LRCs.	November 2021		Tran, Do, ACTFL
6.1 Maintain an online database that including an inventory of current resources.	On-going		Parramore (CSUF)
6.2 Distribute quarterly newsletter on the research, teaching and learning of Asian languages.	On-going, quarterly		Do (CSUF)
6.3 Present at conferences	On-going		Do (CSUF)
6.4 Contribute to social media	On-going		Tran, Do (CSUF)
Attend LRC Directors Meeting at ACTFL	Annually		Tran, Do (CSUF)

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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To add more Budget Narrative attachments, please use the attachment buttons below.

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Cal State Fullerton – National Resource Center for Asian Languages

1. PERSONNEL - SALARIES & WAGES

Program Personnel: Federally Funded	2018/19	2019/20	2020/21	2021/22	TOTAL
Principal Investigator/Project Director – 12.5% course release time, 9 months and 1.5 summer month @ 88% *	\$ 33,377	\$ 33,915	\$ 34,472	\$ 35,048	\$ 136,812
Assistant Director – 36% time, 12 months *	\$ 18,000	\$ 18,630	\$ 19,282	\$ 19,957	\$ 75,869
Project Coordinator– part-time (50%), 12 months *	\$ 18,000	\$ 18,630	\$ 19,282	\$ 19,957	\$ 75,869
1 Faculty Consultant in Mathematics – 3 to 4% time, 9 months *	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 16,000
3 Faculty Consultant(s) in Modern Languages and Literatures – 2 to 4% time, 9 months *	\$ 9,000	\$ 9,000	\$ 6,000	\$ 9,000	\$ 33,000
2 Faculty Consultant(s) in Secondary Education – 0.4% time, 9 months *	\$ 800	\$ 800	\$ 800	\$ 800	\$ 3,200
2 Faculty Consultant(s) in Bilingual and Elementary Education – 0.4% time, 9 months *	\$ 800	\$ 800	\$ 800	\$ 800	\$ 3,200
2 Faculty Consultant(s) in Library Services – 6% to 7% time, 12 months *	\$ 5,000	\$ 0	\$ 5,000	\$ 5,000	\$ 15,000
Graduate Student - \$12 hr x 20 hrs/wk x 42 wks = 1 student) *	\$ 10,080	\$ 10,080	\$ 10,080	\$ 10,080	\$ 40,320
Total Personnel - Salaries & Wages	\$ 99,057	\$ 95,855	\$ 99,716	\$104,642	\$399,270

Program Personnel: Federally Funded

- **Program Staff** - Cal State Fullerton is requesting funding for a Principal Investigator (12.5% release time, 9-Month and 1.5 summer month @ 88%) who will provide program oversight for the National Resource Center on Asian Languages (NRCAL); Assistant Director will serve as a liaisons between partners and ensure continuity in program implementation between partners; Project Coordinator (part-time, 12 months) will provide day-to-day operations of NRCAL and ensure the Center's projects are implemented and provide support for the research activities; The salary and wage rates for faculty employees include a projected 3.5% salary increase per year.
- **Faculty Consultant (Mathematics)** - One (1) Academic year faculty will be hired to be the primary statistical faculty on the project and will provide statistical modeling services.
- **Faculty Consultant (s)** (Modern Languages and Literatures) - Three (3) Academic year faculty will be hired in their specialty fields (Vietnamese, Chinese, Japanese studies) to produce and refine language materials.
- **Faculty Consultant (s)** (Secondary Education) - Two (2) Academic year faculty will be hired to provide their expertise in teacher training and dual language development and world language and dual immersion.
- **Faculty Consultant (s)** (Bilingual and Elementary Education) - Two (2) Academic year faculty will be hired to provide their expertise in technological pedagogy and expertise in utilizing technology to improve instruction especially for students who speak different languages.
- **Faculty Consultant (s)** (Library) - Two (6) Full-Time 12-month faculty will be hired to provide publishing resources and their expertise in children's literature and library instruction.
- **Graduate Student** – One full-time graduate student will be hired to support coordination activities internal including meetings with other faculty, student requests for services from

NRCAL. The student will devote approximately 840 hours per year at an hourly rate of \$12 per hour.

2. FRINGE BENEFITS					
Employee Benefits: Federally Funded	2018/19	2019/20	2020/21	2021/22	TOTAL
Full-time benefits @ 62.253% (Principal Investigator) *	\$ 9,573	\$ 9,908	\$ 10,254	\$ 10,613	\$ 40,348
Full-time Faculty benefits – Overload(Academic/Summer) - PI, Faculty Consultants @ 11% *	\$ 4,136	\$ 3,586	\$ 3,806	\$ 4,136	\$ 15,664
Full-time ASC employee benefits @ 42% (Assistant Director, Project Coord) *	\$ 15,120	\$ 15,650	\$ 16,196	\$ 16,764	\$ 63,730
Full-time Graduate Student benefits @ 4% *	\$ 403	\$ 403	\$ 403	\$ 403	\$ 1,612
Total Personnel - Employee Benefits	\$ 29,232	\$ 29,547	\$ 30,659	\$ 31,916	\$121,354

Personnel Benefits: Federally Funded

- **Employee Fringe benefits for faculty and university employees** - (hired through State, not the CSUF Auxiliary Services Corporation (ASC)) are budgeted by CSUF at 62.253%. Overload salary rate is 11% (Social Security, Medicare, SUI, and Workers Compensation) of their salary.
- **Employee Fringe benefits for Full-time CSUF Auxiliary Services Corp. (ASC) employees** are budgeted to cover all other full-time project personnel for health insurance, dental insurance, vision insurance, long term disability, and retirement benefits beginning two years from employee's start date, workers compensation, life insurance, FICA, and SUI tax. To ensure

sufficient funding for the fringe benefits line item, the program computes benefits by multiplying total salaries by 42%.

· **Employee Fringe benefits for students** is calculated by multiplying total salary by 4% (student payroll taxes).

3. TRAVEL					
Travel: Federally Funded	2018/19	2019/20	2020/21	2021/22	TOTAL
National Conferences and LRC Directors Meetings: 2 people (PI and Assistant Director)	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000
In-State/Mileage Reimbursement (to travel from CSUF to sites): .545 per mile x 100 miles/wk x 52wks – PI and/or program staff	\$ 1,000	\$ 1,000	\$ 0	\$ 2,000	\$ 4,000
Annual Immersive PD Program - International Travel including travel insurance (PI, staff, and/or faculty) *	\$ 2,625	\$ 2,625	\$ 2,625	\$ 0	\$ 7,875
Annual Immersive PD Program - International Travel by 10 School District Teachers *	\$ 12,000	\$ 12,000	\$ 12,000	\$ 0	\$ 36,000
Total Travel	\$ 18,625	\$ 18,625	\$ 17,625	\$ 5,000	\$ 59,875

Travel: Federally Funded

· **Travel expenses** - funds are requested to cover the expenses for program staff to travel to conferences and collect data for research. It is important for staff to collaborate with other Programs locally, regionally and nationally to learn about other best practices and seek

alternative strategies. The request for conference travel will include combination of staff to attend conferences to extend the quality of services of the program. The cost for travel is based on the most recent national, regional and local conferences.

- **Annual Immersive Professional Development (PD) Program** - funds are requested to cover the expenses for the first 3 years as part of the professional development series to Korea (Year 1), Japan (Year 2), and Vietnam (Year 3) that will combine aspects of the language, and culture with the pedagogy being furthered by NRCAL. \$1,200 will be provided to each participant and will go directly to cover lodging, domestic transportation, meals, visiting schools, and other experiences directly relevant to language and culture immersion.

- The per diem and mileage reimbursement are based on CSUF ASC rates.

- The travel destinations are tentative and are subject to change. Costs are based upon historical usage and include coach airfare on domestic U.S. flag carriers, ground transportation, lodging, registration fees (when applicable), and meals and incidental expenses.

5. SUPPLIES					
Supplies: Federally Funded	2018/19	2019/20	2020/21	2021/22	TOTAL
Program Supplies	\$ 1,000	\$ 1,000	\$ 1,000	\$ 2,300	\$ 5,300
Total Supplies	\$ 1,000	\$ 1,000	\$ 1,000	\$ 2,300	\$ 5,300

Supplies: Federally Funded

- **General office supplies** will be purchased on an annual basis as well as hardware upgrades and maintenance necessary for efficient program operation.

8. OTHER					
Other: Federally Funded	2018/19	2019/20	2020/21	2021/22	TOTAL
Program Evaluation - Center for Research on Educational Access and Leadership (C-REAL) *	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 36,000
Vietnam (How-To-Guide Developer) @ \$600/daily rate *	\$ 0	\$ 3,000	\$ 3,000	\$ 0	\$ 6,000
2 Presenters – Professional Development *	\$ 800	\$ 800	\$ 800	\$ 800	\$ 3,200
5 Presenters – World Languages and Career Day *	\$ 0	\$ 0	\$ 0	\$ 2,000	\$ 2,000
Transcription	\$ 0	\$ 1,500	\$ 0	\$ 0	\$ 1,500
Printing/Duplication	\$ 0	\$ 0	\$ 0	\$ 700	\$ 700
Rental Cost of Off-site Facilities	\$ 2,500	\$ 1,000	\$ 2,500	\$ 5,500	\$ 11,500
Community Literacy Project *	\$ 2,100	\$ 0	\$ 2,100	\$ 2,100	\$ 6,300
Professional Development - 20 (Year 1), 25 (Year 2), 15 (Year 3), 17 (Year 4) Teachers *	\$ 12,500	\$ 17,500	\$ 10,000	\$ 18,500	\$ 58,500
Total Other	\$ 26,900	\$ 32,800	\$ 27,400	\$ 38,600	\$125,700

Other: Federally Funded

· **Program Evaluation** - Cal State Fullerton evaluation will be coordinated by the Center for Research on Educational Access and Leadership (C-REAL). The evaluation component will serve program staff and other stakeholders to monitor the program's progress in meeting expected objectives, track student academic progress and participation, provide feedback to make necessary improvements towards achieving expected objectives, and assess systemic change that will maintain a college going culture after program funding ends.

- **Vietnamese How-To-Guide Developers** – In Year 2, outside developers will be hired in order to create “How-To-Guides” on implementing dual language immersion courses. These how to guides will be available to each partner district and will be disseminated broadly to the education community.
- **Presenters at Professional Development** – Two (2) experts in their field and are willing to present to the teacher participants in a 1-day Professional Development will be paid a \$400 stipend. The participants will have an opportunity to learn from the experts in the field of dual language education.
- **Presenters at World Languages and Career Day** – Five (5) experts will be invited to present to the community members, which will include community partners and districts in the surrounding region and beyond. This will be a 1-day World Languages and Career Day and the presenters will be paid a \$400 stipend. The participants will have an opportunity to learn from the experts in the field of dual language education.
- **Transcription Experts** – In order to accurately transcript materials to other languages and foreign language materials into English, transcription experts will be hired in Year 2 for 100 hours at \$15 an hour.
- **Printing and duplicating** of program materials, brochures, and instructional materials are required to meet program objectives.
- **Rental of Off-Site Facilities** – In order to carry out the Professional Development series as well as the Community Literacy Project, space will need to be rented for these events.
- **Community Literacy Project** – Currently there is a large shortage of bilingual books for children. In order to meet this need, each year partner in the program will meet to develop new resources for bilingual children.

· **Professional Development** - the program is requesting funds to compensate teachers to participate in on-going professional development training. This will allow teachers and school leaders to develop and share best practices employed by their colleagues across schools and districts with similar programs, including dual language programs.

INDIRECT COST					
Cal State Fullerton - (NRCAL)	2018/19	2019/20	2020/21	2021/22	TOTAL
TOTAL DIRECT COST	174,814	177,827	176,400	182,458	711,499
INDIRECT COST (8%)	13,985	14,226	14,112	14,597	56,920
TOTAL COST	\$ 188,799	\$ 192,053	\$ 190,512	\$ 197,055	\$ 768,419

Indirect Cost: For this proposal, we are charging the 8%. Our Federally negotiated rate can be found at <http://www.fullerton.edu/research/ogc/docs/IDC%20rates%20-%20CSU%20Ful%20RA.PDF>